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ABSTRACT

The guide for teachers of primary grade gifted children provides lesson ideas for the individualization of instruction at three levels of maturity in the areas of literature, outlining, oral presentation, citizenship, and other subject areas. Stressed is the gradual development of individual study skills, Noted for literature are basic skills to be developed at each maturity level such as location of main idea (Level A), answering thought questions, making relevant comments, and discussion and evaluation. Outlined are procedures for group discussions in a literature club format. Described is the development of outlining skills through the three maturity levels. Sample worksheets are offered for children to practice outlining and note taking skills. Also outlined are formats for the preparation of daily talks and criteria for evaluation. Citizenship is taught through the use of class meetings with elected leaders. The final section offers a potpourri of brief ideas for social studies, mathematics, science, language arts, art, and music. Examples are planning an imaginary air trip (social studies), making up problems using a code system (mathematics), planning a spacecraft trip to a planet, keeping a school diary, making a design for wallpaper (art), and composing original dances (music). (DB)

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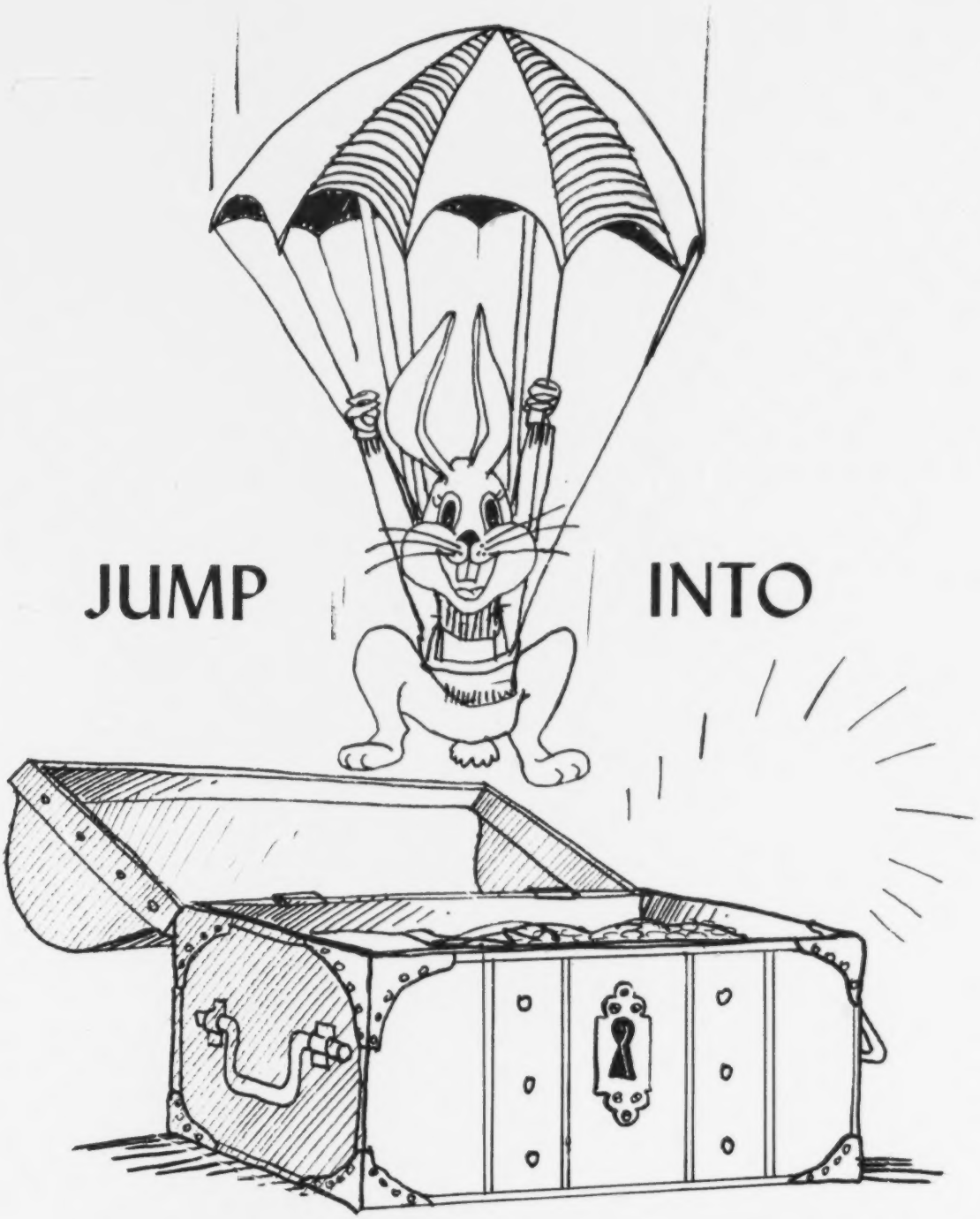

JUMP INTO A TREASURY OF IDEAS

Division of Major Work Classes
Cleveland Public Schools · Cleveland, Ohio

EC 052 665

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TREASURY OF IDEAS

A GUIDE FOR PRIMARY MAJOR WORK TEACHERS

Division of Major Work Classes
Cleveland Public Schools
1969

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1969

FOREWORD

The exciting changes in American education are constant motivating factors in meeting the educational needs of intellectually gifted pupils.

This Treasury of Ideas prepared by Cleveland teachers, not only presents basic techniques, but also encourages teachers to be innovative in enriching class activities. The methods suggested in this guide should serve as initial steps in stimulating the thinking processes of the young gifted child.

The Cleveland Public Schools are committed to quality educational programs for all children. This new guide is designed to bring specific emphasis to that broad commitment.

PAUL W. BRIGGS

Superintendent of Schools

PREFACE

Major Work is a unique program designed to stimulate the intellectually superior child through individualization of instruction. Enriching the various areas of study means an increase in the breadth and depth of the students' experiences rather than simply "more of the same thing." This Treasury of Ideas will familiarize you with strategies which have proven to be successful in teaching gifted children.

Divisions of this guidebook are based upon Maturity Levels of children, NOT on their chronological ages. It is assumed that you, as the teacher, within whose class many levels of maturity are represented, will feel free to use ideas from several levels in attempting to meet the individual needs of your class.

As confidence develops, individual creativity will lead you to initiate new and inventive ideas.

Cleveland Public Schools

TREASURY OF IDEAS

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Charles N. Jordan
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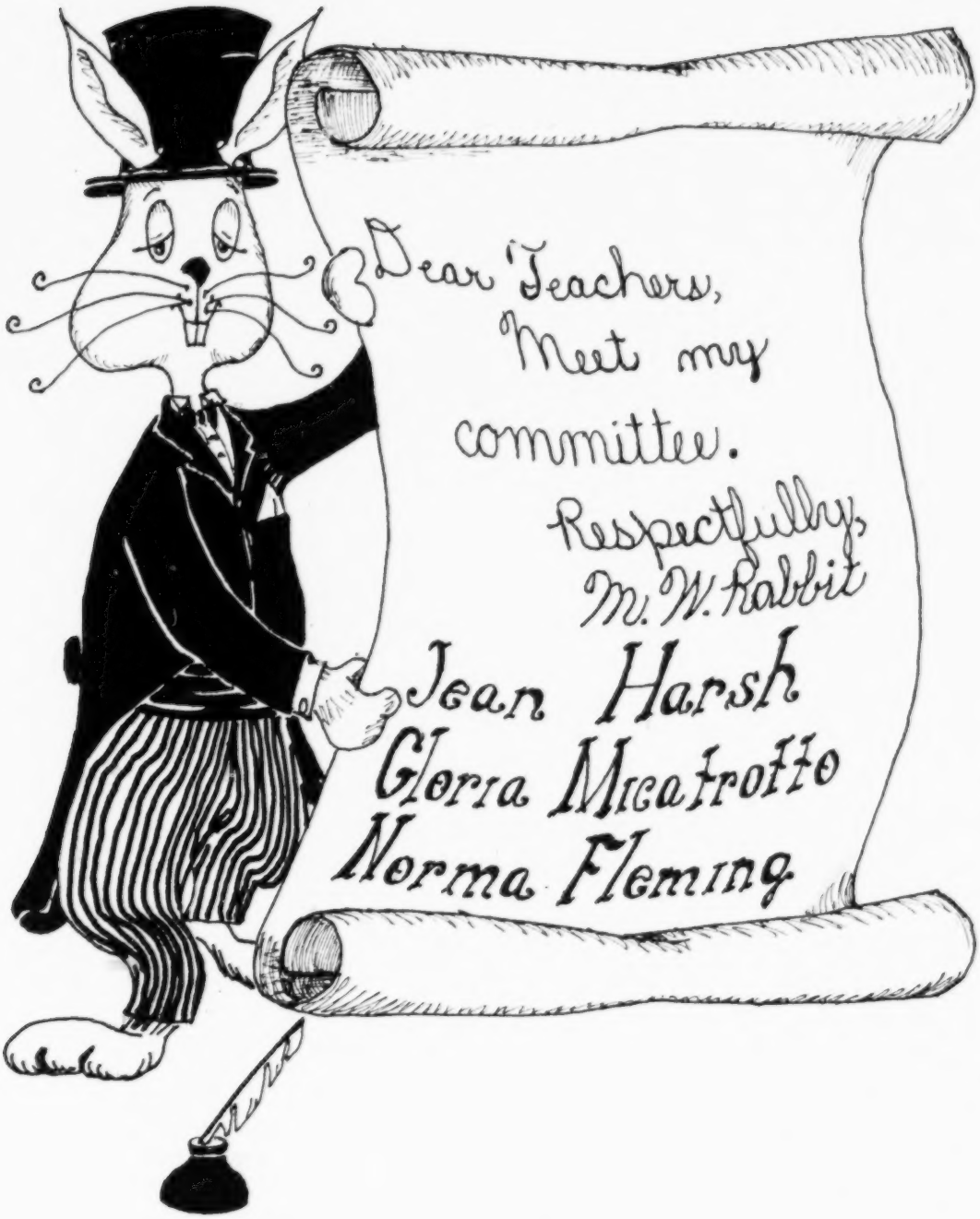
Dear Teachers,
Meet my
committee.
Respectfully,
M. W. Rabbit
Jean Harsh
Gloria Micatrotto
Norma Fleming

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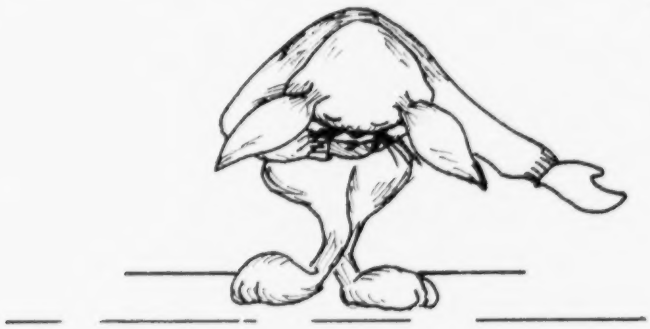

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LITERATURE

LITERATURE

Students entering the Enrichment or Major Work program usually go through a transition period. During this time, new skills and methods are taught in order to facilitate their attaining the level of maturity needed in the program. For the purposes of this guide, the teaching of Literature is divided into three parts.

Maturity Level A

Maturity Level B

Maturity Level C

The teacher should begin at any level she feels is best for the group. These levels are based on the maturity of the group, not their grade or age; however, the age of the group will definitely affect the ease of progress and the mastery of techniques within each level.

Lower Primary children may or may not master all three levels, but, by the end of the third grade, most groups will be working in Maturity Level C.

Basic books and then select Chapter Books are used within each level. These books may be covered in the following ways:

I. Methods of Covering Basic Readers

   A. Large Units consisting of several chapters

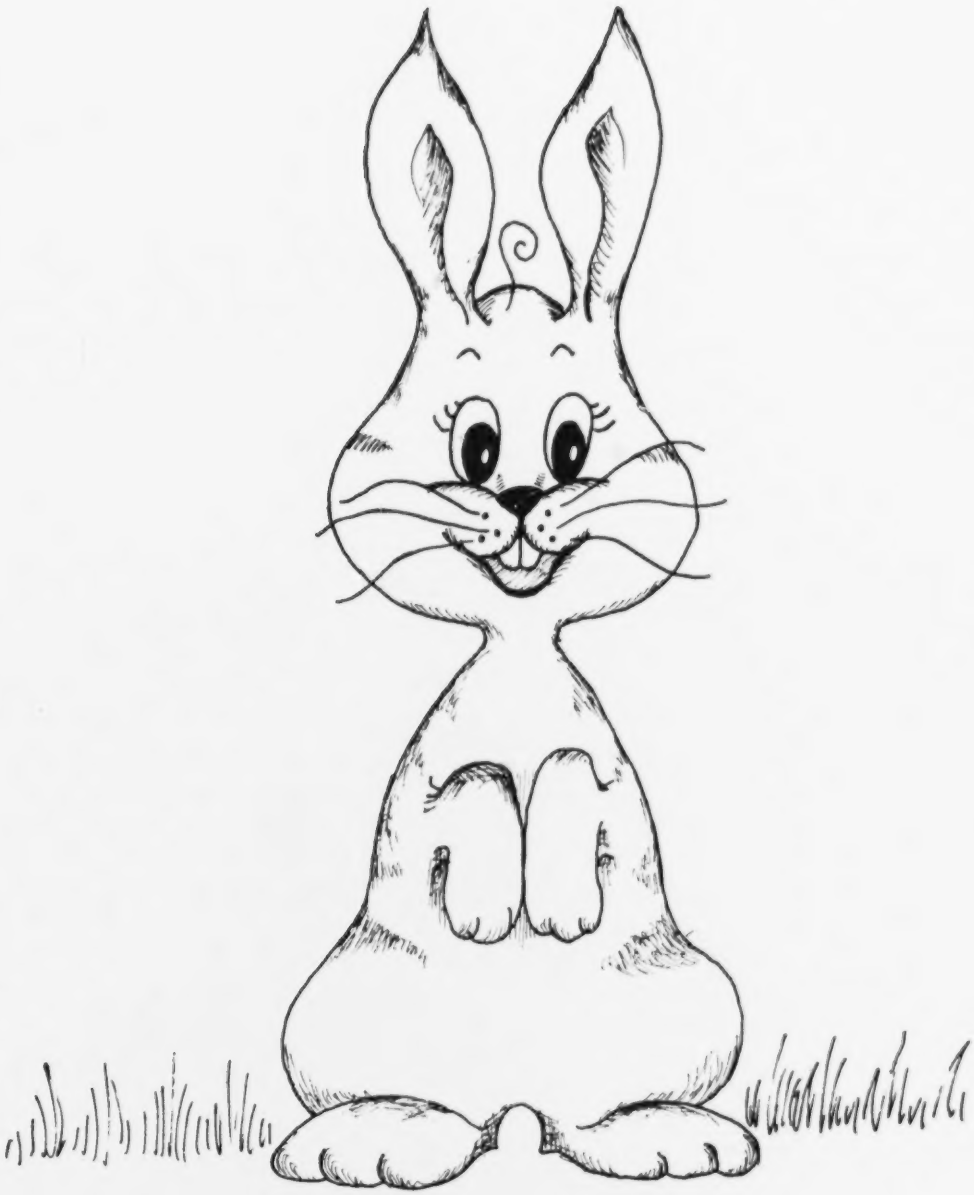
   B. Select Stories

II. Methods of Covering Chapter Books

   A. One chapter at a time

   B. Several chapters

   C. Whole Book



MATURITY LEVEL A

MATURITY LEVEL A

Literature

Step #1 Basic Skills

Identification of paragraphs through the use of indentation
Location of proof to substantiate answers
Location of main idea
Identification of main characters
Communication of ideas both oral and written
Application of word attack skills

Step #2 Answers

Writing answers to thought questions begins at this point, using the following simplified form. This form may be duplicated for the children's use.

1.

Book (title)			Chapters or Pages
Place questions here.			
Ques.	Page	Par.	Answers

2.

Page	Par.	Comments	Key Words (Optional)

Maturity Level A

Step #3 Comments

When the children understand Step #2, introduce the concept of Comments.

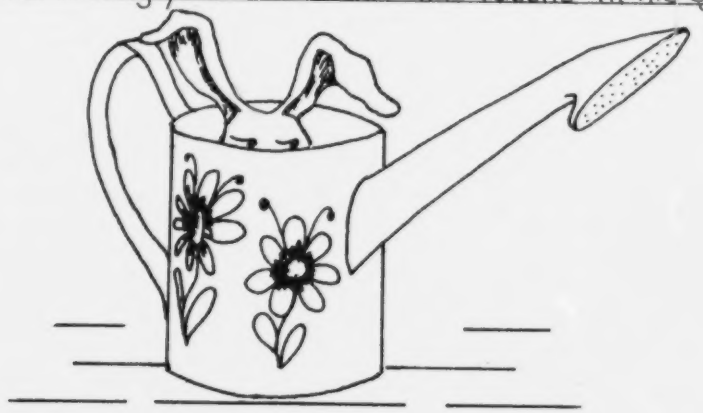
A Comment is a word which describes:

- a character in the story --

  appearance
  attitudes
  desires
  reactions

- an event in the story
- personal feelings toward characters and events

Page	Par.	Comments
5	2	Exciting - When Mr. McGregor chased Peter
2	4	Mean - Mr. McGregor killed Father Rabbit
3	1	Disobedient - Did not listen to Mother
4	3	Comical - When Peter sneezed
6	5	Sad - Peter had to stay in bed
8	2	Upset - Peter had a button missing
5	4	Angry - Father didn't like rabbits in his garden



Maturity Level A

Vocabulary Building

~ Word of Th Week ~

DATE	WORD	DATE	WORD
10-20	radiant		
10-27	delightful		
11-3			

The purpose of this chart is to help build a better and more extensive vocabulary.

Each week a child is chosen to name a word which will be put on the above chart. The children are to use this word in their daily talk with classmates, friends, and family.

The chart is made with tag board. Each word added to this chart is placed on a strip of colored paper next to the date.

Periodically the children are tested on these new vocabulary words to make sure they are comprehending the meaning of these new words.

This chart is especially helpful when the children are doing Comments or Answers for their literature. It helps them to see new and exciting words which can be replaced for the words they were using previously which were not as descriptive or as exciting as the new ones.

Maturity Level A

Another aid in helping to build up the child's vocabulary is to follow the Comments and Answers with a page for new vocabulary words which the children have found in reading the assigned pages for their Literature Club.

A page such as this, can be set up following their Comments:

Book (title)	Chapters
Page	Vocabulary Word - Definition

Maturity Level A

Step #4 Discussion and Evaluation

At this level, the children begin to learn how to conduct a discussion. This discussion is referred to as a Literature Club.

At first the Literature Club must be led by the teacher. Gradually the children will begin to assume the responsibilities of leadership. At this Maturity Level children will be able to assume a limited amount of leadership. It is vital that the teacher continue to maintain a major role in guiding the discussion, being aware of the more reticent children and seeing that they have an opportunity to express their ideas.

When the children indicate a readiness to assume leadership, a leader is chosen. The teacher should guide leaders to complete the following procedure properly:

I. Written responsibilities to be put on 3" x 5" cards

   A. Pertinent Information

      1. Title of book
      2. Author
      3. Illustrator
      4. Publisher
      5. Copyright
      6. Assignment

   B. Summary of previous chapters

   C. Copy of questions

II. Oral Responsibilities

   A. Résumé

   B. Selection of next leader

A chart may be used to evaluate the Literature Club discussion.

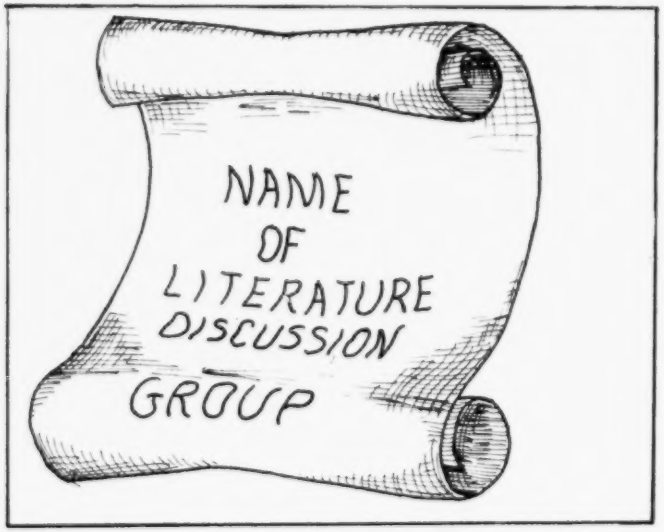
A chart is made for each group and placed on the chalk tray so the children can see their progress.

It is easily placed on a sheet of paper backed with cardboard. Different colors may be used to designate different groups.

NAME OF BOOK

Names of the children in the group	
1.	*
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

* indicates child has served as a leader



POINTS TO COVER AND EVALUATE

1. Were we all prepared?													
2. Were we all courteous?													
3. Did everyone contribute?													
4. Were our ideas worth-while?													
5. Did we use good bridging phrases?													
6. Was the leader prepared?													
7. Was he or she a good leader?													
8. Were our notebooks neat?													

x- needs improvement ✓- satisfactory

MATURITY LEVEL B

MATURITY LEVEL B

Literature

Step #1 Basic Skills

Dictionary skills and use
Expanded application of word attack skills
More extensive vocabulary
Ability to work independently
Ability to read books of greater difficulty

Step #2 Answers

Same as Step #2, Maturity Level A

Answers to thought questions will be on a more mature level.
Books used at this level will be more difficult.
Answers will be more numerous to each question.
Introduce the use of phrases in answering thought questions.

Step #3 Comments

Use of the Thesaurus is introduced at this point. Comments are now based on words from the Thesaurus so it is vital that the children understand how a Thesaurus is used before beginning work on Comments.

Step #4 Discussion and Evaluation

In Maturity Level B, the Literature Club proceeds in a manner similar to Maturity Level A.

In introducing the book, the leader may select a different approach, such as the use of puppets, assuming the role of the main character, showing an illustration or a toy pertinent to the book. His responsibilities become more complex because the discussion will now be more involved and it is his task to maintain a relevancy of ideas.

The Literature Club members' responsibilities are similar to Maturity Level A. The maturity of the members will be reflected in a greater variety of reactions to: the characters and situations in the book; the responses made by other members of the club. At the end of the Literature Club meeting, the members will evaluate the leader's preparedness and adeptness in handling the group.

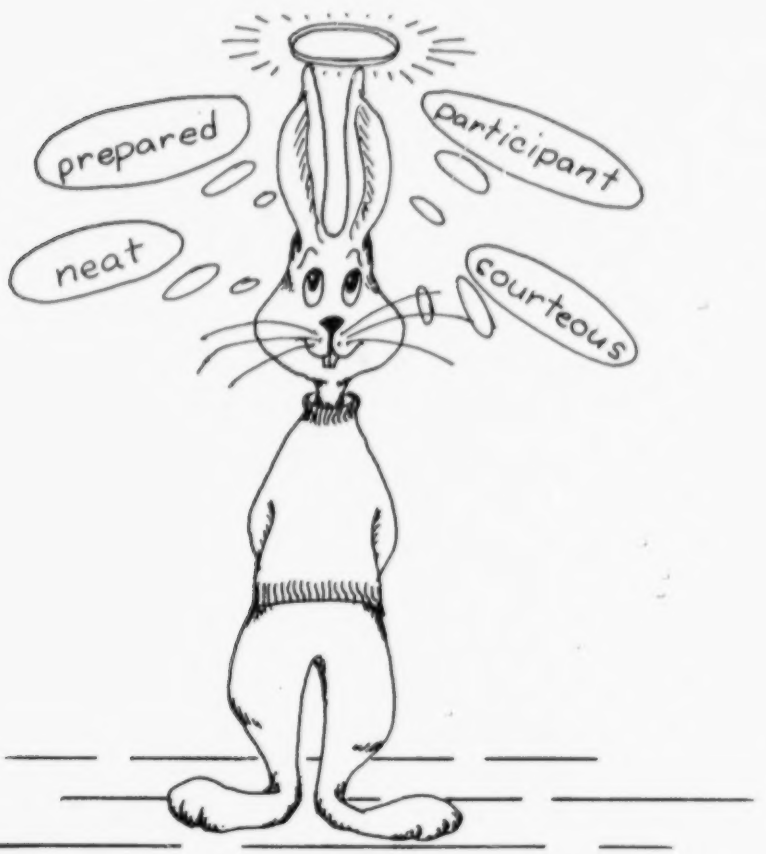
Maturity Level B

The teacher continues to play an active role in the Literature Club, being ever alert to stretch and expand upon ideas which she feels need further development. She would also be ready to interject a provocative question when there is a lull in the discussion.

The children in Level B should have matured enough to evaluate individually their role in each Literature Club discussion.

At the conclusion of each discussion the child takes his own card and marks only those areas where he feels his performance was adequate. The card is then returned to the teacher who checks to see that the child was accurate with his evaluation. As an added incentive the teacher may color in the checked blocks with a magic marker.

The following page illustrates a sample of the type of self-evaluating form that may be used.



Name _____ Club

Date												
1. Was I prepared?												
2. Did I listen to others?												
3. Was I courteous?												
4. Did I contribute?												
5. Was my written work neat?												
When I was Leader												
1. Was I prepared?												
2. Did I help make the discussion interesting?												
3. Did I give a good résumé?												

Maturity Level B

Step #5 The Thesaurus

The Thesaurus is a treasury of synonyms and antonyms. It is based on words which are already familiar to the child and serves to expand his vocabulary by introducing new words that may be used.

The following Thesauruses are recommended for the beginner's use:

1. In Other Words
   In Other Words Exercise Book

   Greet, W. Cabell; Jenkins, William A.; Schiller, Andrew, Scott, Foresman and Company, Glenview, Illinois, 1968.

2. Roget's Thesaurus (Alphabetized Edition), Thomas Y. Crowell Company, New York, 1966.

   The unalphabetized editions are definitely not recommended for beginning students.

Here is a lesson illustrating one possible method of introducing the Thesaurus. In Other Words is the Thesaurus that was used.

TEACHER	STUDENTS
Last night I watched a TV program at 7:30. How many of you saw _____?	
	(There is a show of hands.)
What did you think about it?	
	(John) I thought _____ was funny when he fell in the pool.
	(Mary) _____ was silly because he was angry over nothing.
	(Dale) It was exciting when _____ heard the footsteps behind him.
John, you used the word "funny". What did you	

Maturity Level B

TEACHER	STUDENTS
mean?	(John) It made me laugh.
What other word might you use in place of "funny"?	(John) I can't think of a word, but I wasn't sad when it happened.
You just gave us a word that means the opposite of funny--sad. Can anyone suggest another word for "funny"?	(Several responses are volunteered, but all are synonymous phrases instead of one word.)
"Funny" is a good word but it gets so tired because everybody uses it so often. I know where we can find some other words that would give "funny" a rest--(holds up Thesaurus)--and they're right in here. (Thesauri are then distributed).	(The children are given a few moments to locate pertinent information--title, author, publisher,--and scan through the book.)
Our new book has a long, special name. I know you won't forget it. (Pronounce word Thesaurus; let children repeat it several times).	
Now we have to find the word "funny". Did anyone notice how we might easily look up words in the Thesaurus?	(Mark) The words are in alphabetical order.
Right! What shall we look for first, Cynthia?	(Cynthia) The "f's".

Maturity Level B

TEACHER	STUDENTS
Will we look near the beginning or the end of the "f's"?	
	(Darlene) We'd look near the end because "u" is the second letter.
	(Children are given a few moments to locate the "f's" and subsequently the word "funny").
	(Glynn) I found it, on page ____.
Glynn, do you notice anything about the word "funny"?	
	(Glynn) Yes, it's written all in capitals.
I wonder why?	
	(Glynn) It makes it easier to find the word you're looking up.
Yes, we call the word we look up the "entry word", just like the words listed in the dictionary. Did anyone else notice something further that helps us recognize the entry word?	
	(David) It's written on the side of each page.
Which side?	
	(David) It's on the left side.
Yes, it's set off to the left by itself, or isolated, so that we can easily find it.	
I wonder what the words are that are written in heavy print, but with small letters underneath the entry word.	
	(Dolores) Maybe those are the words we could use instead of "funny".
You are exactly right. Do you	

Maturity Level B

TEACHER	STUDENTS
see these same words someplace else?	
	(Sharon) Yes. They're in the paragraph on the right side of the page.
Yes. Let's see if we can recognize any of these synonyms.	
	(Ronald) I know this one, <u>laughable</u>.
Yes. The fourth one rhymes with <u>city</u>.	
	(Class) Witty!
What do you call the cartoons in the daily papers?	
	(James) The funnies!
Another name----	
	(Richard) The comics!
Right! Now if we add (teacher writes on the board) *comic<u>al</u>*, what's the new word?	
	(Ronald) Comical!
(Children have already become familiar with the "schwa" (ə) in learning their dictionary skills. You may continue introducing the rest of the synonyms by writing the phonetic pronunciation on the board.)	
Let's see how we could use each one of these words.	
	(Children take turns reading aloud each example of the word usages.)
Which word or words, then, could we use in describing your reaction to _____ falling in the pool?	
	(James) I'd use <u>hilarious</u> because I laughed until I almost cried!

Maturity Level B

TEACHER	STUDENTS
	(David) I didn't laugh that much so I'd use <u>comical</u>.
	(Darlene) I felt kind of sorry for him so my word would be <u>ridiculous</u>.
Those are all excellent words, and any of them could be easily used in our situation.	
Have you ever heard someone say, "That's funny," but not laugh or smile?	
	(Rebecca) Yes, my mother said that when she couldn't find the house key where she thought she had put it.
	(Jonathan) That's a different <u>funny</u>. That means it's something queer.
Yes. Sometimes a word might have several completely different meanings that are not related to what you want at all. If you read your Thesaurus carefully you usually recognize which synonyms you definitely couldn't use.	
Did you notice any other word in the section related to <u>funny</u> that is completely capitalized?	
	(Lynette) Yes, at the end of the section there's a word all in capitals, but it's smaller.
What does it say?	
	(Rebecca) Is it antonym?
Yes, (the children have used the terms synonyms and antonyms before), and what does it mean?	
	(Richard) It's the opposite.

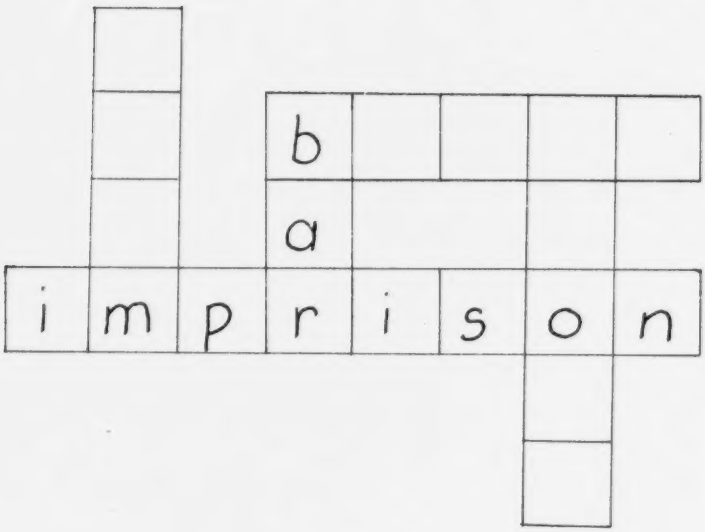
Maturity Level B

TEACHER	STUDENTS
Right. Let's see what the antonyms are. (Identification may be made as with the synonyms.) Now, let's have some fun. Let's look up some words and see how many different synonyms we can find. (Teacher may continue in this vein and later assign independent activities to reinforce skills which have been introduced.)	

Maturity Level B

The following are examples of independent activities based on the Thesaurus, from the simpler to the more complex.

Fit the Synonyms*

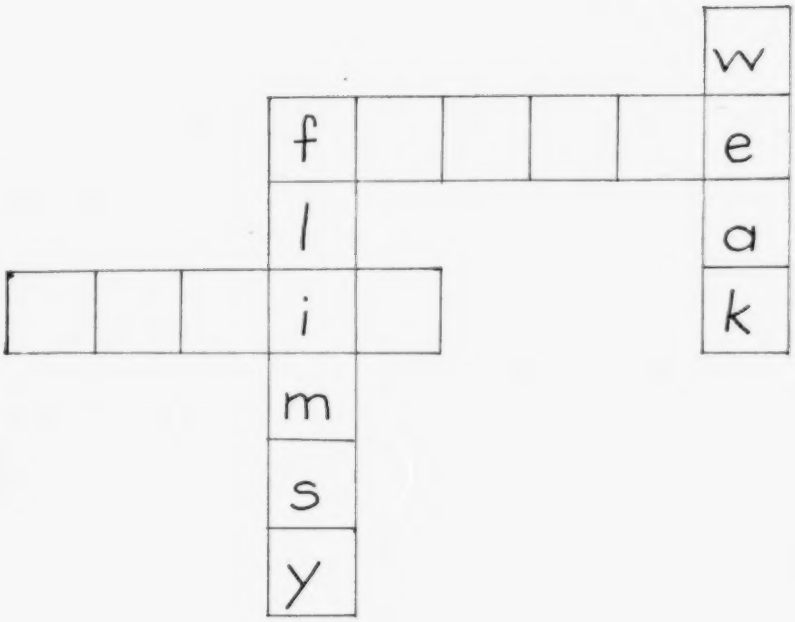


Look up SHUT. SHUT has five synonyms. Here are two. You fill in the other three.

*Copied from "In Other Words Exercise Book," by W. Cabell Greet, William A. Jenkins, and Andrew Schiller: Scott, Foresman and Company, Glenview, Illinois, 1968.

Maturity Level B

Fit the Antonyms*



Look up STRONG. STRONG has four antonyms. Here are two. Fill in the other two.

*Copied from "In Other Words Exercise Book," by W. Cabell Greet, William A. Jenkins, and Andrew Schiller: Scott, Foresman and Company, Glenview, Illinois, 1968.

Maturity Level B

*Here are three entry words. Check in your Thesaurus. Write four synonyms for each:

MAKE _____ _____

_____ _____

KEEP _____ _____

_____ _____

FIND _____ _____

_____ _____

Unscramble the words below and write each one correctly. Then write its entry word.

lglpoa g_____ _____

selaf f_____ _____

plci c_____ _____

In the following sentences the underlined words give the sentences a silly meaning. Find a more appropriate synonym and write it. No entry words, please!

1. She <u>fractured</u> her skirt when she caught it on a nail.

2. <u>Move</u>, don't <u>move</u>, down the stairs.

The following are names of some sets. Find each set and select three things that belong in it. Write the words on the lines.

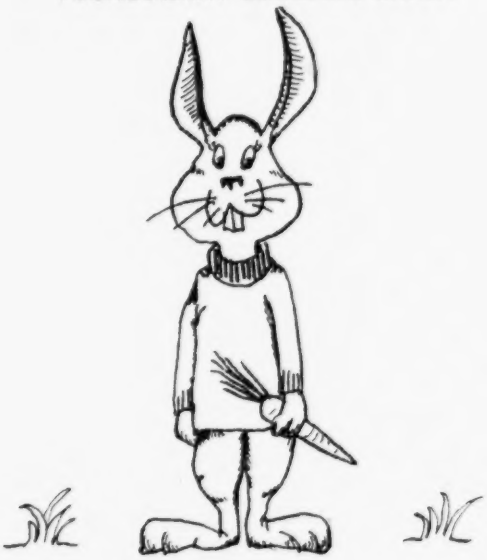
CARS _____

TRAINS _____

ANIMALS _____

*Copied from "In Other Words Exercise Book," by W. Cabell Greet, William A. Jenkins, and Andrew Schiller: Scott, Foresman and Company, Glenview, Illinois, 1968.

VOCABULARY BUILDING CHART



PETER RABBIT

PLEASANT TRAITS	UNPLEASANT TRAITS
INQUISITIVE	DISOBEDIENT
HUMBLE	STUBBORN
ENERGETIC	AVARICIOUS
DETERMINED	CUNNING
DELIGHTFUL	RECKLESS
OPTIMISTIC	
MISCHIEVOUS	
ADVENTUROUS	
DARING	

MATURITY LEVEL C

MATURITY LEVEL C

Literature

Step #1 Basic Skills

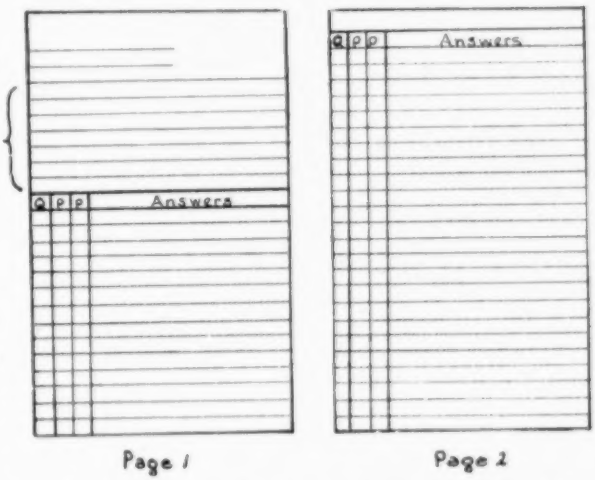
Master all basic word attack skills.
Increase motor control.

Step #2 Answers

Many children may reach this level of development and still lack the motor control necessary for writing legibly and comfortably in an 8 1/2" x 7" spiral.

The following pages have been developed as examples of sheets which may be duplicated for use by the children when doing Answers and Comments.

1. Name of book and assignment
2. Copy questions here.
3. Indicate
   a. question number (in first column)
   b. page number (in second column)
   c. paragraph number (in third column)



Page 1 Page 2

4. Child may use as many lines as necessary to answer questions, using both page one and page two.
5. Teacher would designate the minimum number of answers.
6. When the children seem to understand the need for inductive reasoning, and have acquired adequate writing skills, require that they use only <u>one</u> line for <u>each</u> answer. Page 2 can then be used for Comments.

Step #3 Comments

The criteria for comments are more advanced and require proficiency in dictionary skills. This step may begin as soon as the children indicate sufficient readiness.

Maturity Level C

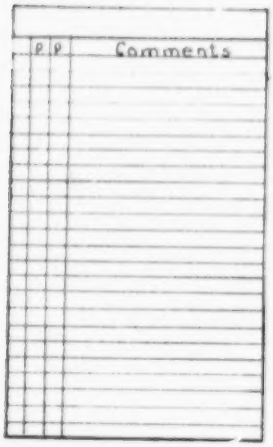
1. Use page #2

2. Indicate

   a. number of page where idea for Comments was found (in second column)

   b. paragraph number where idea for Comment was found (in third column)

3. Children may use as many lines as necessary to relate a Comment to the story. Later, they should be required to use only one line for each Comment.



Page 2

The Thesaurus may be introduced as shown in Maturity Level B; however, after the child has decided upon a possible synonym from the Thesaurus he must then look for this word in the dictionary and determine if the "shade of meaning" is suitable.

Step #4 Discussion and Evaluation

After the children have begun Step #1, they may begin meeting in the Literature Club. The Literature Club may meet once a week, but not more than twice a week. Frequency depends upon the difficulty of the book.

Discussion

The children should be lead to assume as much responsibility as possible for the organization of their Literature Club. Each child should be encouraged to bring in background material relevant to the story and original contributions which will enrich the meeting. The leader should carefully prepare for the responsibility of leading the Literature Club. The following sheet may prove helpful in guiding the leader. These leader preparation sheets may be written on loose leaf notebook paper and kept in a special loose leaf notebook. This notebook should be brought to each discussion.

Maturity Level C

Leader's Name Date Due

Discussion Number

Title of Book

Questions

Author and/or Illustrator

Record information about author and illustrator if you are able to find new information not given by first leader; or review some important points given by the first leader.

Introduction

Main events thus far
Important learnings
Information about location
Information about time

Résumé

Briefly tell the most important things brought out in discussion. You will have to listen carefully and decide what you will say as the discussion is in progress. At the end of the discussion, before the evaluation or culmination activity, give this résumé of the most important learnings.

Culmination

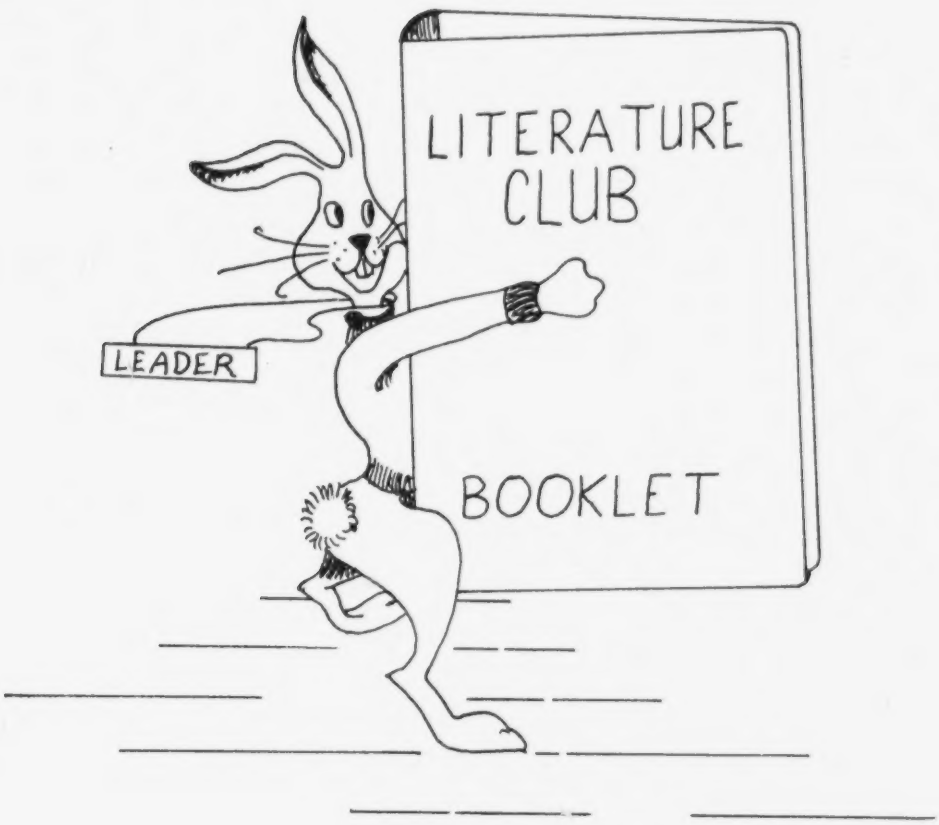
After the Résumé, before the Evaluation, plan in this section an activity for the group. It may be:

1. quiz
2. short playlet
3. vocabulary word quiz
4. scrambled names or words
5. crossword puzzle

Evaluation

Lead the evaluation and choose the next leader.

Maturity Level C



Evaluation

At the conclusion of each Literature Club an Evaluation is made. This should be the responsibility of the children. A variety of techniques may be used. The following is a sample Evaluation Sheet which may be used. This sheet may be duplicated and included in the same special loose leaf notebook used for leader preparation sheets.

EVALUATION OF DISCUSSION

Assignment						
Was everyone prepared?						
Did everyone contribute?						
Were the contributions varied?						
Were interruptions avoided?						
Were ideas shared?						
Were the contributions worth-while?						
Was everyone attentive?						

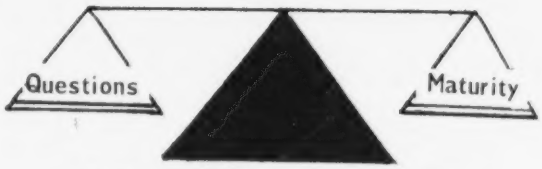
EVALUATION OF LEADER

INTRODUCTION						
RESUME						
LEADERSHIP						
CULMINATION						

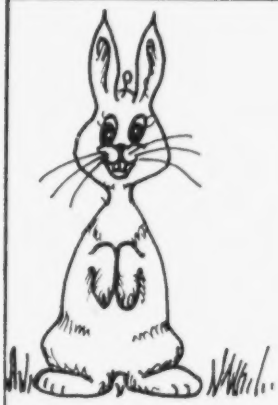
LEADERS

TITLE OF BOOK

x = needs improvement √ = satisfactory ★ = excellent



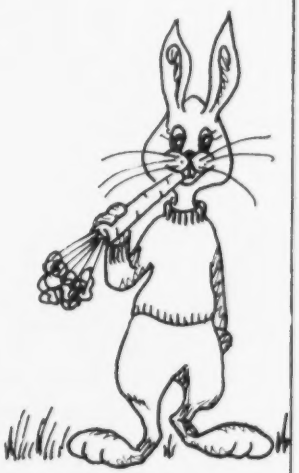
DO THEY BALANCE?



MATURITY LEVEL
A

List in order the 5 exciting things which happened to Peter Rabbit.

MATURITY LEVEL
B

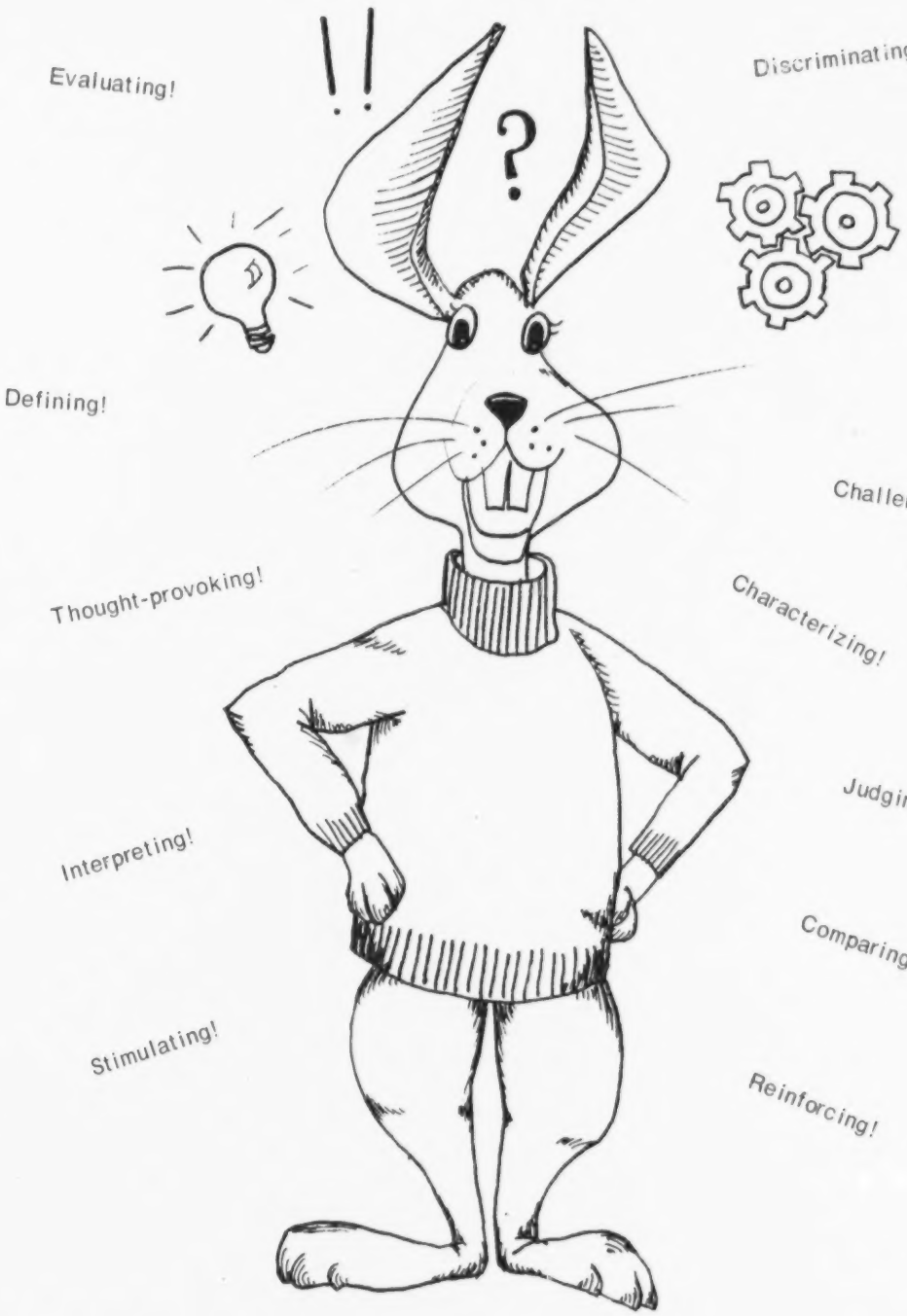


Did the farmer dislike rabbits? Prove.

MATURITY LEVEL
C

Is Peter Rabbit intelligent? Prove.

THEY HAVE THE ANSWERS. DO YOU KNOW THE RIGHT QUESTIONS?



THINKING PROCESSES

The teacher's responsibility on every level is to see that the following Thinking Processes are developed during the Discussion:

FLUENT THINKING

Promote the ability to give as many relevant responses as possible in any given amount of time.

FLEXIBLE THINKING

Keep the atmosphere such that students feel free to respond with a variety of ideas and approaches.

ORIGINAL THINKING

Be ever alert to encourage novel but relevant approaches, thus leading the children to look away from the obvious.

CURIOSITY

Encourage the capacity to wonder about and examine the unknown and the unfamiliar.

ELABORATIVE THINKING

Lead the children to stretch and expand upon ideas. By including all necessary details they may then arrive at a new thought.

WILLINGNESS TO TAKE RISKS

Avoid showing, or stating personal reactions, opinions, or prejudices which would intimidate the child, causing him to refrain from expressing ideas freely. If the child feels truly free he will venture guesses and enjoy activities involving change.

Since these children are open to challenge and will readily accept intricate ideas, it is the responsibility of the teacher to ask questions which necessitate handling involved details and solving difficult problems.

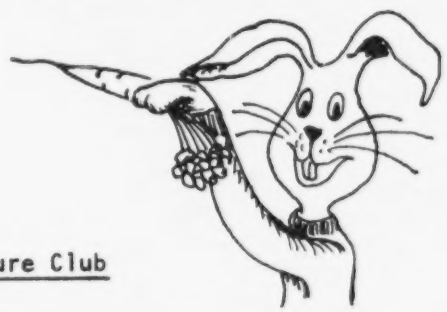
Maturity Level C

Therefore, a teacher's role in the Literature Club is not a passive one. It is instead very active:

> Listen carefully, help willingly and guide subtly when necessary but avoid dominating.

In order to develop these Thinking Processes, here are some teaching strategies which are useful and necessary:

Sense deficiencies
Think of alternatives to accomplish a desired result
Question skillfully
Think deductively
Reinforce originality
Avoid rigidity in thinking
Be intuitive
Study creative people
Evaluate



Developing Rules and Guidelines for Literature Club

All clubs function around a set of rules applicable to all members; therefore, it is necessary to establish with the children realistic and purposeful goals to derive the greatest value from their Literature Club.

Maturity Levels A and B

After rules have been developed by the teacher and students, these rules should be written on a chart and prominently displayed.

The guidelines for Leadership, Evaluation, Preparation and Discussion should be modified to meet the needs of the children.

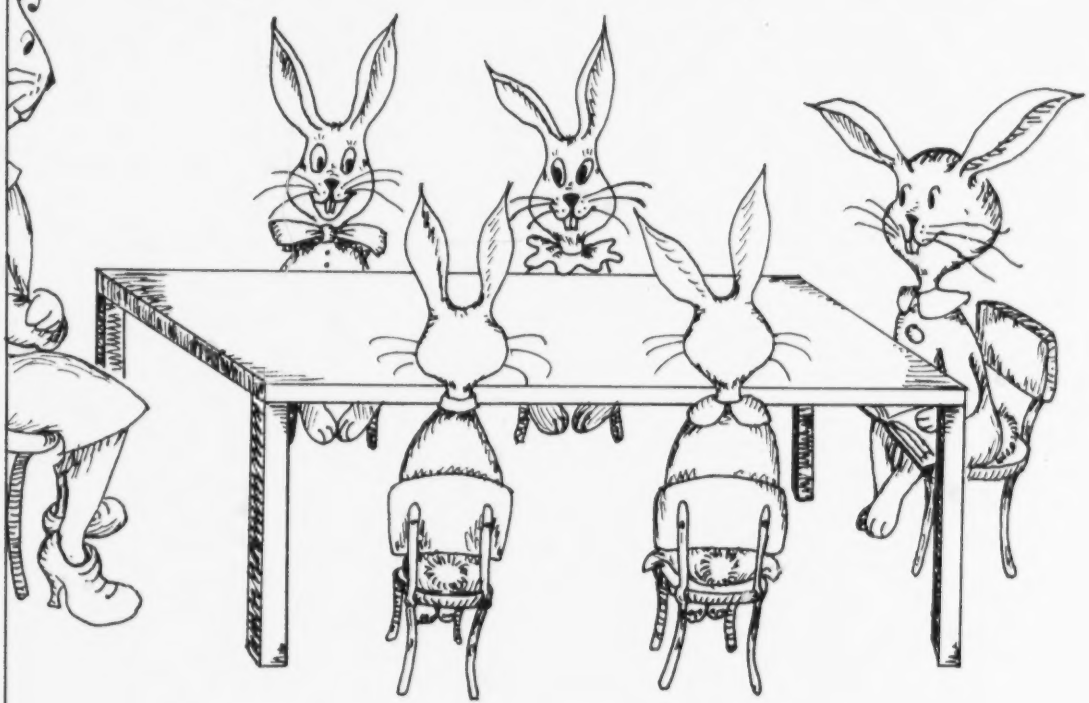
Maturity Level C

At this level, Rules and Guidelines developed by the teacher and students may be very detailed.

All Rules and Guidelines should be written into the Literature Club spiral notebooks when the children begin using the notebooks for their preparation.

On the following pages there are two samples of Literature Club Rules and Guidelines.

Our Literature Club



Maturity Level C

Sample #1

OUR LITERATURE CLUB

Purpose

The purpose of our Literature Club is sharing. We read silently to get the thoughts and ideas. We share these thoughts and ideas when we come to the discussion.

Rules

1. Every member must have a notebook.
2. Every member must know how to use a dictionary.
3. We always come to the discussion having read what we agreed to read.
4. We should never interrupt.
5. We never raise our hands.
6. We have a new leader each time.
7. We never read anything to the club members without careful preparation.

Guidelines

Leadership - When I am the leader I will give--

1. the name of the book.
2. the author and the illustrator.
3. the setting of the story.
4. a summary of what has gone on before in the story.
5. the problems for discussion that day.
6. a summary of our discussion.
7. the evaluation of the lesson.

Evaluation - We evaluate our discussion by asking--

1. Were we all prepared?
2. Did we all contribute?
3. Were we courteous?
4. Were our contributions worth-while?
5. Was there a variety of contributions?
6. Were our notebooks neat?
7. Were there any interruptions?
8. Was the leader prepared?
9. Was there sharing?

Maturity Level C

Sample #1

Preparation - When I prepare my lesson--

1. I will read the assignment first for pleasure and to get the general idea of the story.
2. I will read the assignment the second time to list and look up new and difficult words.
3. I will read the assignment the third time to answer the questions (Remarks) and to look for Comments about the story.

Suggested words for Comments:

appreciation
afraid
adventurous
amusing
ambitious
anxious
active
alert
angry
brave
bold
boastful
beautiful
cruel
careless
careful
courteous
comical
considerate
compassionate
curious
characteristic
clever
cheerful
cross
comparisons
daring
difficult
disagreeable
disobedient
disappointed
dishonest
educational
exciting
faithful
fantastic
fearful
frightened
friendly
generous
gentle
greedy
faithful
humorous
helpless

Discussion - We answer the questions asked by telling our ideas, discussing our Remarks or by reading from the book to prove a point.

1. We show or tell why we chose a certain answer to a question.
2. We can read a certain part to prove an answer.
3. We comment on what others say trying for continuity of ideas and subjects.
4. We express ourselves as clearly and as briefly as possible.
5. We settle any disagreements by looking in the book.
6. We listen carefully to other members of our Literature Club.
7. We are always courteous listeners.
8. We always look at the person who is speaking.

Maturity Level C Sample #1

Bridging Phrases - In our discussion there are many ways to express our ideas and opinions. These introductory statements we call, "Bridging Phrases."

Some are:

1. I would or would not like to be . . . in the story because . . .
2. In my opinion . . .
3. I have proof on page . . . in the book that . . . is true
4. I think that . . .
5. In addition to what you said, (name) . . .
6. I have further proof, (name), for your point . . .
7. The part I liked best in this chapter was . . . because . . .
8. It was a good idea for . . . in the story to . . .
9. I was delighted by . . .
10. It seemed most unusual for . . .
11. A delightful (unusual-fascinating) part of the story was the part that showed . . .
12. An interesting (unusual) part . . .
13. Did you notice that . . .
14. It made me feel . . . when . . .
15. The author showed how . . .
16. In comparison . . .
17. It is important to remember that . . .
18. It seems to me that . . .
19. I feel that . . .
20. A humorous part was . . .

Maturity Level C

Sample #2

OUR LITERATURE CLUB

Purpose

The purpose of our club is sharing. We read silently to get the thoughts and ideas. We share these when we come to the discussion.

Rules

1. Always come to the club meeting having read the assignment.
2. Every member must have a spiral and have access to a dictionary.
3. Never raise your hand.
4. Avoid interruptions.
5. Remember the rights of others; they are allowed their opinions; you are allowed yours.
6. Read only what is assigned.
7. Oral reading should be prepared.
8. There shall be a leader each time.

When I am leader I will:

1. See that the Literature Club booklet is prepared.
2. Tell the name of the book.
3. Tell about the author and illustrator.
4. Discuss when and where the story takes place by using:
   a. reference books
   b. pictures
   c. maps, globes, atlases
   d. personal experiences
5. Help with discussion
6. Briefly discuss the worth-while learnings.
7. Present culmination which may be:
   a. questions
   b. a short playlet about an event in the book

c. quiz on vocabulary words
d. scrambled words
e. crossword puzzle

8. Lead the evaluation.

9. Choose the next leader.

Before the discussion the leader should:

a. Enter questions in literature booklet.
b. Write information about author and illustrator.
c. Write introduction.
d. Plan culmination activity.
e. Have dictionary and Thesaurus available to club members.

When I prepare my lesson I will:

1. Read the assignment for thought and pleasure.

2. Add words to vocabulary list.

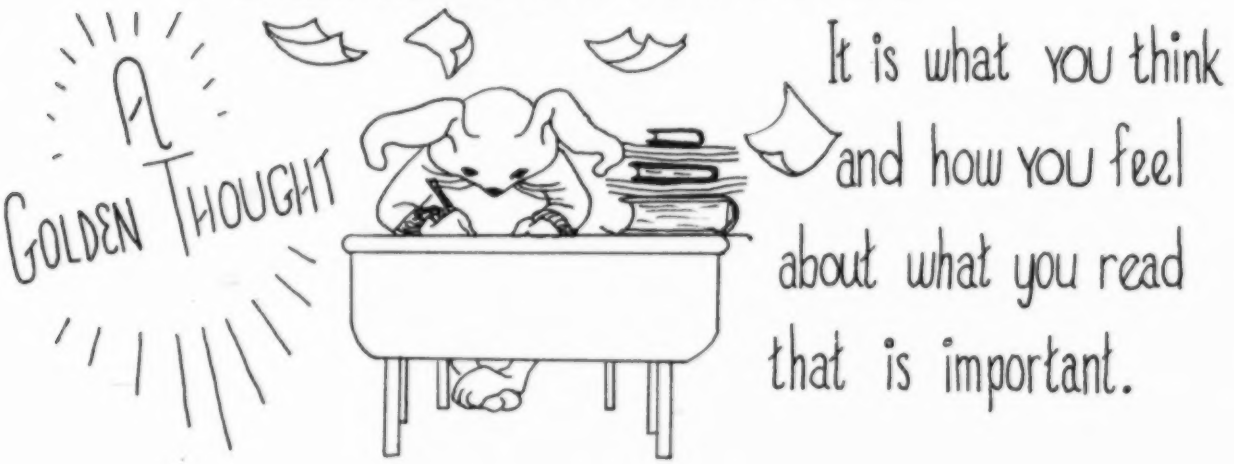
3. Rule study sheet and copy thought questions.

4. Re-read assignment to discover remarks for questions.

5. Obtain a dictionary, Thesaurus, and Literature book to search for comments.

6. Remember that a comment may be:

a. the way you felt about an event in the story
b. your reaction to a character in the story
c. any descriptive word which relates to the story



OUTLINING

OUTLINING

Outlining is the concrete evidence of concepts learned and the systematic arrangement of learnings.

Outlining is also an important organizational skill. It aids in comprehension and retention of subject matter and helps to promote good oral and written expression through organized planning.

I. Objectives

Outlining should help pupils to:

A. Learn to develop an outline

B. Learn the value of an outline

C. Recognize and arrange main ideas and details

D. Arrange ideas in a meaningful and/or a sequential manner

E. Use and remember information read

F. Learn to classify

G. Utilize information from many sources

H. Learn to prepare outlines for oral and written reports

I. Learn to transpose notes into outline form

II. Background information for the teacher

A. The relation of ideas to one another is indicated by letters or numerals.

B. Complete or valid points may be subdivided.

1. There must be at least TWO sub-divisions.

   For example:

   a. If you have an "A.", you must have a "B.".
   b. If you have an "a.", you must have a "b.".
   c. If you have a "I.", you must have a "II.".
   d. If you have a "1.", you must have a "2.".

2. A single supporting point should be combined with the preceding point.

C. Two kinds of outlining are:

1. SENTENCE OUTLINE

I. This is a main topic.

A. This is an important sub-topic.

B. This is an important sub-topic.

1. This is a detail.

2. This is a detail.

II. This is a main topic.

2. TOPIC OUTLINE

I. Main topic

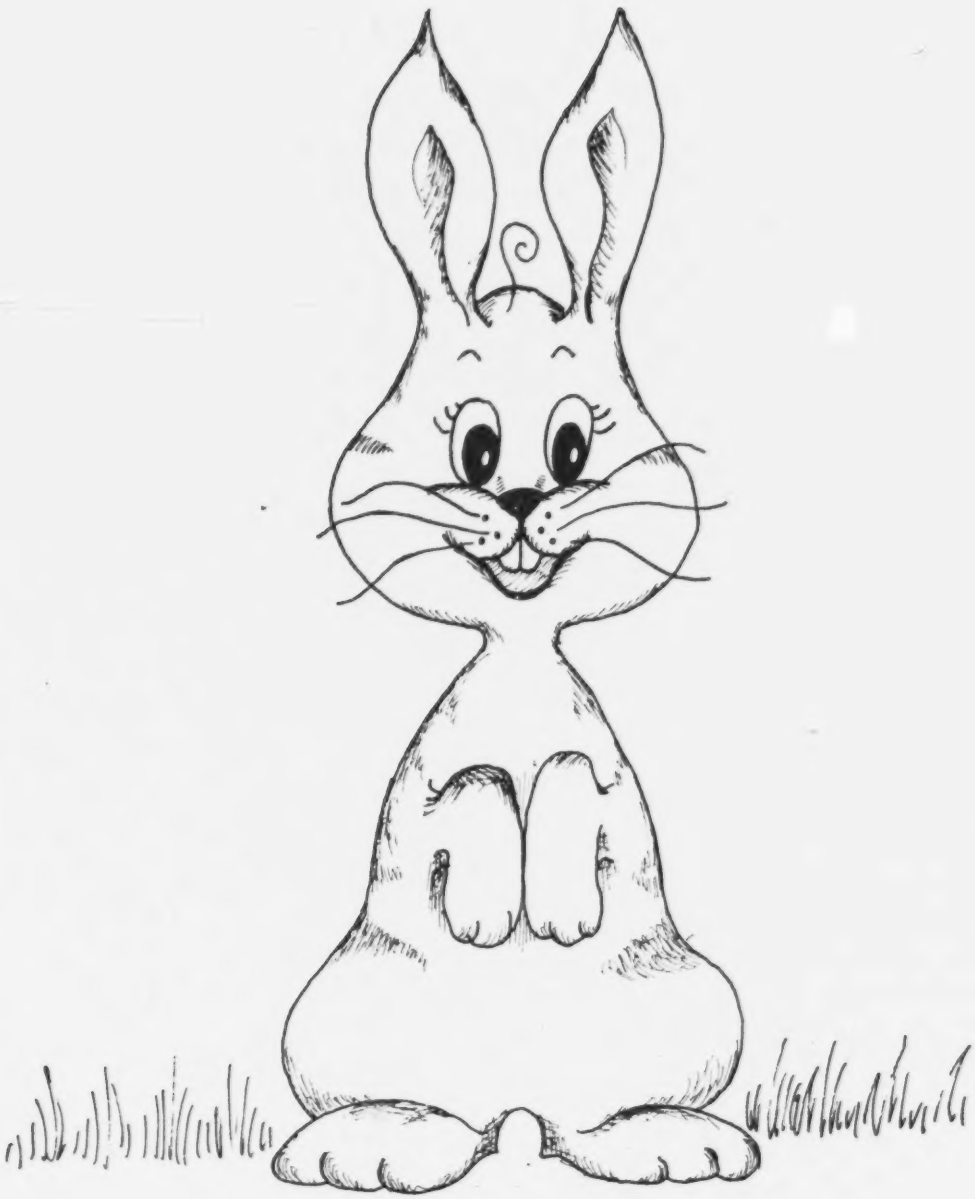
A. Important sub-topic

B. Important sub-topic

1. Detail

2. Detail

II. Main topic



MATURITY LEVEL A

MATURITY LEVEL A

Outlining

In Maturity Level A, one way the child can begin outlining is through the basic reading program.

The following is a selected story from a second grade basic reading book:

Maturity Level A

ESKIMOS*

In the northern part of Alaska live many Eskimos. The word "Eskimo" means a person who eats raw meat. Eskimos were given this name because often they did not cook the meat they ate. They did not cook it because there was very little wood for fires in northern Alaska.

The Eskimos usually build their houses of driftwood. But sometimes in winter they make houses out of hard snow or ice. In summer they sometimes use houses made from animal skins.

The Eskimo name for a house is "igloo." The winter snow igloo is the one most people know about. It is built of blocks of hard snow or ice. Not all Eskimos use this kind of house. And the ones who do build igloos use them only in winter when they are out hunting. Eskimos build igloos when they need a safe place to stay for just one night.

The wooden house that an Eskimo builds usually has just one room in it. The family uses this one room for eating and for sleeping. The outside of the wooden house is covered with sod. The word "sod" means ground from which grass is growing.

Cars and bicycles do not work too well on snow and ice, but sleds do. So Eskimos use sleds.

The Eskimos hitch teams of dogs to the sleds. These dogs are strong and smart. They pull the sleds very fast over the snow. Many sled dogs have found their way in a storm when men were not able to do so.

A sled dog can live on one fish a day. He does not get tired easily and he does not mind the cold. Sleds and dogs are much better to use than cars or bicycles in northern Alaska.

Eskimos get their food by fishing, hunting, and trapping. When they fish in the ocean, they sometimes use little boats called kayaks. A kayak is like a canoe. But a kayak has a cover so that water cannot get into it. This cover has a hole in it that is just big enough for the Eskimo to climb through.

When the Eskimo is in the kayak, only the top part of his body can be seen. The cover keeps the water out, and the Eskimo stays dry.

Every Eskimo boy learns how to use a kayak after he has learned to drive a dog sled. It takes a long time to learn. His father is his teacher. It may be years before his father thinks the boy is good enough to go hunting far out in the ocean.

---

*Copied from the book From Fins to Feathers, by Byron H. Van Roekel and Mary Jean Kluwe, Harper & Row, Publishers, New York, 1966.

Maturity Level A

After the children have read the story on Eskimos, the teacher may proceed with the following suggested line of questioning to establish the main idea:

TEACHER	STUDENT
What is the title of this story?	(Jill) Eskimos
Can we call this our main idea?	(William) Yes, the story was about Eskimos.
	(Carl) Yes, it was about Eskimos, but they talked about kayaks and sled dogs too.
	(Mary) Carl, don't Eskimos use kayaks and dog sleds?
	(Carl) Yes, Mary, they do.
Then can we say we have discovered that Eskimos would be the main idea and that there are many interesting items about them in the story.	
	(All) Yes.
	(Christine) What would you do with all those other facts?
Let's do this, Christine. Let's put "Eskimo" on the board and you can give some sentences about them. I'll list the sentences on the board.	

(Teacher places the word "Eskimo" on the board and writes the sentences the children volunteer concerning Eskimos.)

Maturity Level A

At this point of outlining in Level A, the children will compile a list which the teacher will place on the board. This list will be made in sentence form. With the teacher's guidance, the children will notice there are many different facts which have been placed under the main idea "Eskimos." These can be separated into sub-topics.

The following is an example of a list the teacher may compile. The words in parentheses indicate the various main topics. These main topics will be elicited from the children as the lesson progresses; therefore, they should not be written on the board at this point.

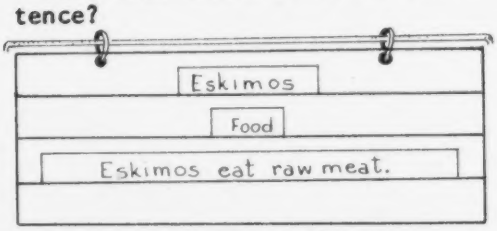
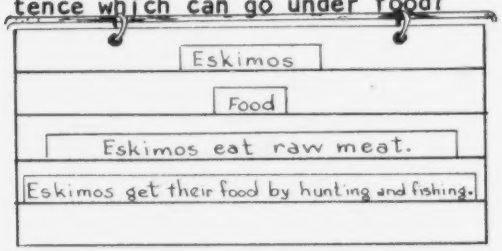
ESKIMOS

1. Eskimos eat raw meat. (Food)
2. Homes are sometimes made of wood, snow, and ice. (Homes)
3. A name for one of their homes is "igloo." (Homes)
4. Igloos are built with blocks of snow and ice. (Homes)
5. Eskimo families eat and sleep in the same room. (Family)
6. Wooden houses are covered with sod. (Homes)
7. Dog sleds take them where they have to go. (Transportation)
8. Eskimos get their food by hunting and fishing. (Food)
9. They travel in kayaks which look like canoes. (Transportation)
10. Father is the teacher. (Family)

After the main topics have been written on sentence strips, the teacher places them in a card holder as the lesson developes. The sentences volunteered by the children are also written on sentence strips. These are distributed to the children and the lesson may proceed in the following manner:

TEACHER	STUDENT
Edward, will you read your sentence strip to us?	(Edward) Eskimos eat raw meat.
Fine, Edward. Place it into the card holder so we can all see it. Does anyone know what we can call Edward's sentence strip if we	

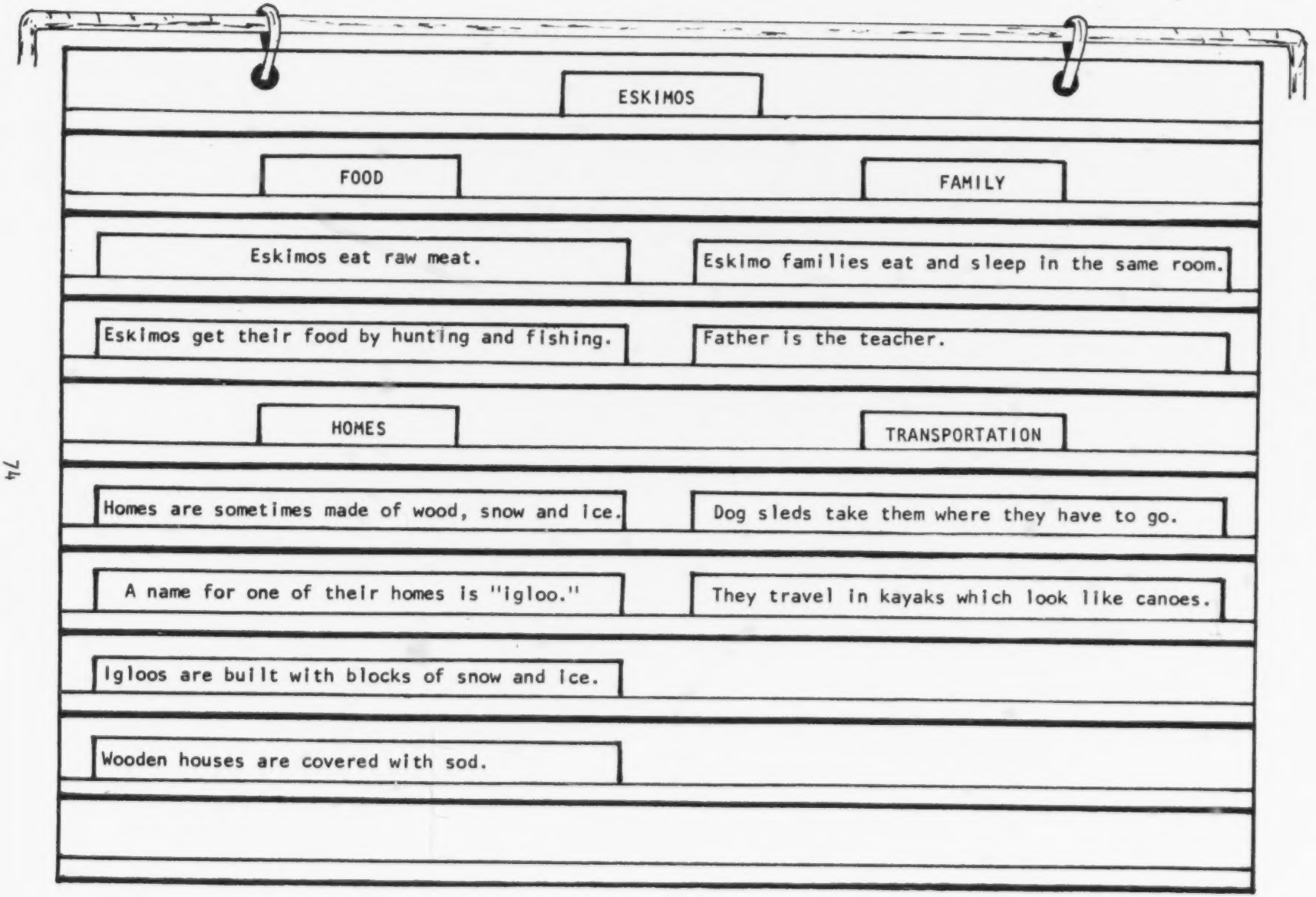
Maturity Level A

TEACHER	STUDENTS
wanted just one word describing something the Eskimos do?	
	(Jane) Yes, they eat.
You're right, Jane, but what do they eat?	
	(John, jumping up and down.) I know! We all eat <u>food</u>.
Good, John. Can we put the word "food" then above Edward's sentence? 	
	(All) Yes!
Now we know our subject is "Eskimos" and "food" is one main topic. Does anyone have a sentence which can go under food? 	
	(Patrick) I do sort of ---- Eskimos get their food by hunting and fishing.
	(Sue) That's right so we know that Eskimos must eat fish.

A teacher, with skillful questioning, can develop the other main topics such as homes, family, and transportation.

As the lesson proceeds, the children will begin to relate or group their sentences with others who are holding related sentences. This is the beginning step of classification which is vital in forming the foundation for future techniques in this area of outlining.

The following is one way of grouping the ideas with the sub-topics in a card holder.


ESKIMOS
FOOD
FAMILY
Eskimos eat raw meat.
Eskimo families eat and sleep in the same room.
Eskimos get their food by hunting and fishing.
Father is the teacher.
HOMES
TRANSPORTATION
Homes are sometimes made of wood, snow and ice.
Dog sleds take them where they have to go.
A name for one of their homes is "igloo."
They travel in kayaks which look like canoes.
Igloos are built with blocks of snow and ice.
Wooden houses are covered with sod.

MATURITY LEVEL B

MATURITY LEVEL B

Outlining

On this level outlining may be begun in a manner similar to that used in Maturity Level A, however, the skills involved have become more advanced. Initially a simplified outline will be done as a group effort, with the teacher doing all the writing.

The teacher can approach the subject in a variety of ways: showing a film, a film strip, or an illustration; discussing pets at home or in school; referring to a familiar animal seen at the zoo.

The following is an example of how the concept of outlining can be initially developed. The children have been telling about their various pets.

TEACHER	STUDENTS
	(Rebecca) My sister and I have an ant farm. We like to just sit and watch the ants move around. They are always in such a hurry.
That's one kind of pet you don't dare let roam around!	
	(Racine) I have a little kitten at home. I'm trying to teach her tricks but she always runs and hides.
No, kittens and cats are very difficult to train.	
	(Michael) Our boxer, Coco, is the friendliest dog on the street. He looks mean but he loves everybody.
Michael, your dog is the type we see often. How many of you are familiar with a boxer?	
	(Majority of hands are raised.)
Let's see how many different things you can tell me about the boxer. (Italicized words indicate what the teacher writes on the board.)	
	(Lynette) *He's brown and white.*
All of them are?	
	(Michael) No. When we got Coco, *I saw a white one.* Coco isn't

Maturity Level B

TEACHER	STUDENTS
	brown and white. *He's got all different shades of brown and gray and black.*
(Teacher writes sentences about the colors on the board.) Yes. Did you know that each of the color combinations has a name? The brown and white is called (teacher writes the name after the proper sentence as she pronounces it, *"fawn."* The brown and black is called *"brindle"*, and the white one, if it's eyes are pink, is an *"albino."*	
	(Michael) *Coco has his own rug* where he lies at night.
(Teacher continues to write random ideas as they are suggested. (Italicized words indicate what the teacher writes on the board.)	(Marian) *They eat meat.* (Alice) *They have short hair.* (Michael) *They look like a bull dog, only bigger.* (Jim) *They have to have water to drink.* (Glynn) *They're very heavy when they jump on you.* (David) Why is his tail so short? (Michael) We took Coco to the animal doctor when he was small. *The doctor cut off most of his tail and part of his ears.* (Racine) Why were his ears cut? (Michael) *When the ears are cut it helps them to stand up straight on his head.*

Maturity Level B

TEACHER	STUDENTS
Right. Michael, do you know what the animal doctor's official name is?	
	(Michael responds negatively.)
It is "veterinarian." Often people shorten it and say "vet."	
	(Michael) *The vet gave him some shots too.*
	(Cynthia) *He has an ugly face,* like it's been pushed in.
	(Michael) *Coco's a pretty good watchdog.* He looks so mean and he barks at people. If they had nerve enough, though, and got close to him, he'd just jump on them and want to play.
	(David) Don't *they eat something called dog biscuits?*
Yes, David, we have quite a bit of information on the board about the boxer. Let's review it.	
	(Children read what has been written.)

The teacher can question the children as to what sentences refer to similar thoughts. She can underline with colored chalk all the sentences pertaining to one main topic. The same procedure can be continued, using a different color for each main topic. The main topics for an animal may be appearance, food, home, care, and use.

The children can read aloud all the sentences related to one main topic. Later, using these sentences on sentence strips, the teacher can have the children arrange them under their proper headings.

This entire procedure may be used several times with different subjects. Then the teacher can begin to elicit the main topics from the children who subsequently give all the information indicated by that general heading.

After the children have become familiar with this form of classification, written work can begin. A worksheet is passed out. The teacher designates

one particular main topic she wants the children to recognize. Sentences pertaining to that main topic can be selected and underlined by the children as a group. The following is a sample of the type of worksheet that is adaptable:

RUBY-THROATED HUMMINGBIRD*

Hummingbirds are tiny marvels. They are the smallest birds in the world, and are among the most gaily colored.

Their flight is wonderful, too. Their tiny wings move so fast they can scarcely be seen. Hummingbirds can balance themselves in mid air. They even fly backwards.

Over four hundred different kinds of Hummingbirds are known. Most live in the tropics, but about fifteen kinds come into the United States mainly to the Southwest. The Ruby-throated Hummingbird is the most common, and the only one that is found in the East. It is fairly common in spring and summer in gardens and open woods.

The Ruby-throat makes its tiny nest on top of a branch. The nest is made of rootlets and bits of plant material held together with spider web and plastered with saliva. The outside of the nest is covered with bits of lichen. The female lays two tiny white eggs, each less than a half inch long.

With their long bills, Hummingbirds feed on the nectar of flowers, and also on ants, small flies, and other tiny insects.

*The Golden Book of Bird Stamps, Golden Press, Inc., New York. Copyright 1966.

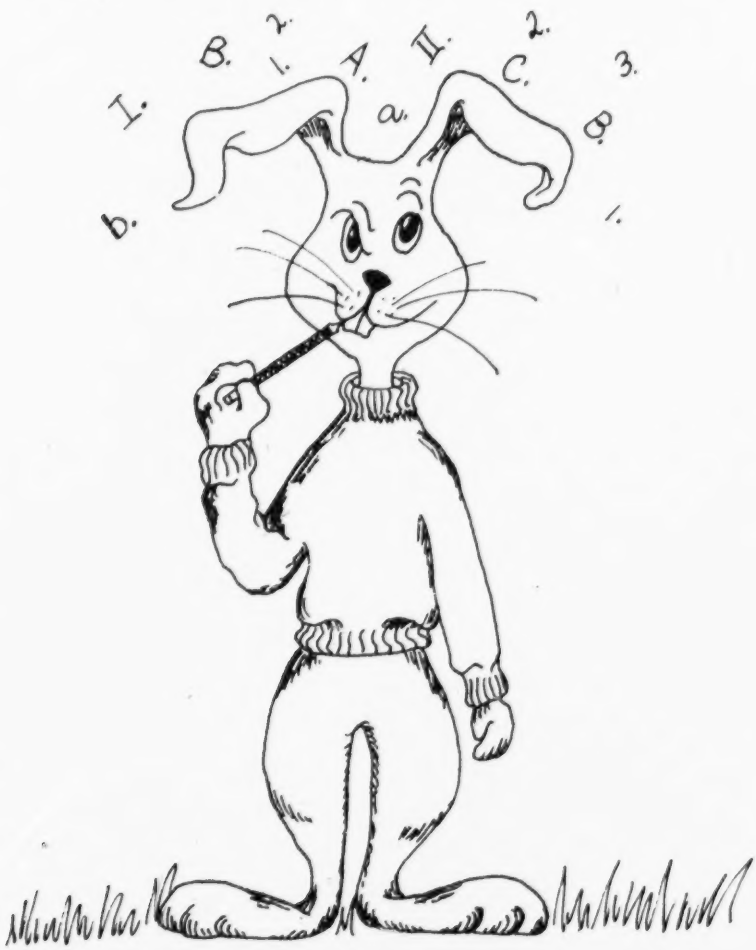
Maturity Level B

After the children have become familiar with identifying main topics, the teacher can begin guiding them in selecting key words in the sentences used. The key words are those that are necessary to convey the original thought of the sentence; thus the children are introduced to the concept of using "phrases."

If the group is mature enough, a formalized outline (adding Roman numerals and alphabetical lettering) can be introduced.

The approach to outlining in Maturity Level B uses the concept of proceeding from the whole to the part. The children take random information and organize it into <u>main topics</u> and <u>sub-topics</u>.

Later, using the worksheets, they develop skill in locating information. After some adeptness in this skill, the children practice speed in locating specific information, or "skimming." Finally, the children can be given worksheets to be done as independent work.



MATURITY LEVEL C

MATURITY LEVEL C

Outlining

Children should be encouraged to outline subjects other than animals. The concept of *main topics* (Roman numerals) and *sub-topics* (capital letters) will be reinforced with this exercise. Details (Arabic numerals) will be introduced.

All phrases which are to be written on the board by the teacher are shown in *italics*.

Teacher: Today we are going to outline a special subject. You know a lot about this subject. The subject is YOU! First we will outline someone together.

(Children choose a child. MAKE SURE THE CHILD CHOSEN WILL IN NO WAY BE EMBARRASSED BY THE PERSONAL ATTENTION AND QUESTIONS. Teacher prepares to record information).

Teacher: You have chosen Beth. Look at her very carefully. What do you know about Beth just by looking at her?

Responses: She's a *girl.*
She has *dark brown hair.*
She is *short.*
She has *greenish colored eyes.*
Her *hair* is *shiny.*
She likes to have fun.

Teacher: Would you know that she likes to have fun if you were just seeing her for the first time?

Response: No, you'd have to really know what she's like.

Teacher: Well, do any of you know what Beth is like? Do you know how she acts?

Responses: I know she likes jokes. *(Sense of humor)*
She's usually happy. *(Good natured)*
She tries to make you feel better if you are unhappy. *(Concerned for others)*
She has a lot of energy. *(Energetic)*
She's a *(good friend.)*

Teacher: What is a very important influence in Beth's life?

(Many responses may be given. Guide the children to realize that her family is the influence of greatest importance).

Teacher: Where would we find the most logical reference to consult for information about Beth's family.

Maturity Level C

Response: This is one time when we can't use an encyclopedia. Beth! She's a reference! How does it feel to be a reference, Beth?

Teacher: When a person provides information on a topic, he or she would be called a resource person. So, Beth, you are now a resource person. Would you please tell us about your family?

Response: I have *one brother* and *one sister*. My *brother* is really great. He's the *oldest* in the family, but my baby sister is a pain. *Daddy works* at *NASA* and *mother* does all the *work at home*.

Daddy is *short*, so is *mother*. I guess that's why I'm so little. My mother is *small* with *dark brown eyes*. She *likes* to *dance* and *read*. *Daddy* would rather go to a *baseball game* or *play cards*.

My *brother* goes to *high school* and he *plays football*. He's the only *tall* one in the family. His *hair* is *brown* like mine.

My baby *sister* is only *two*. She cries when she doesn't get her way. She is really spoiled but it's all our fault. She's so cute it's hard to tell her "no." Her *hair* is *naturally curly* and *reddish blond*. Her *eyes* are *green* like mine. I think I have a nice family. We have fun together.

Teacher: You certainly gave us a lot of information about your family, Beth. They do sound delightful. Now we need to know about your home. Do you live in a house, or an apartment?

Response: We live in a *house*. It's *white* with a *red brick front*. The *yard* in *front* is *small*, but the *back yard* is pretty *big* with a *fence around it*.

Teacher: What hobbies do you have?

Response: I *collect shells* and *character dolls*. I *like to read*, *play* the *piano*, and *listen to records*.

Teacher: Thank you, Beth. We now have many facts written in phrase form which tell us about our subject -- YOU!

Children should be led to recognize the following <u>main topics</u>:

I. Appearance
II. Characteristics
III. Family
IV. Home
V. Hobbies

Maturity Level C

Then, the teacher writes sub-topics under each main topic as children locate them.

I. Appearance

A. Girl
B. Hair dark brown
C. Hair shiny
D. Eyes green
E. Short

II. Characteristics

A. Sense of humor
B. Good natured
C. Concerned for others
D. Energetic
E. Good friend

III. Family

A. One brother
B. One sister
C. Brother oldest
D. Sister youngest
E. Father works at NASA
F. Father short
G. Mother works at home
H. Mother small
I. Mother dark brown eyes
J. Mother likes to dance
K. Mother likes to read
L. Father likes baseball
M. Father plays cards
N. Brother in high school
O. Brother plays football
P. Brother tall
Q. Brother hair brown
R. Sister two years old
S. Sister hair naturally curly
T. Sister hair reddish blond
U. Sister eyes green

IV. Home

A. White with red brick front
B. Front yard small
C. Back yard larger
D. Back yard fenced

Maturity Level C

V. Hobbies

A. Collect shells
B. Collect character dolls
C. Read
D. Play piano
E. Listen to records

Note: If the teacher writes the outline in this manner, children will easily understand how to detect detail.

Teacher: Remember if something is indented under a main topic it is called a sub-topic. A sub-topic must tell more about the main topic. The same rule applies to sub-topics. If something is indented under a sub-topic it is called a detail. A detail must tell more about the sub-topic. Do you notice in *"I. Appearance"* that there are two or more sub-topics telling about the same area?

Response: I see 2 facts about Beth's hair.

Teacher: Yes, under "appearance" then we can say:

I. Appearance

A. Girl
B. Hair

1. Dark brown
2. Shiny

C. Eyes green
D. Short

Teacher: Now let's test and see if we are correct. Does dark brown tell more about hair? Yes. Does shiny tell more about hair? Yes. They have passed the test and are now considered <u>details</u> about the sub-topic *"B. Hair."*

Are there any other possible changes we can make in *"I. Appearance?"*

Response: No, not with the information we have now. If we had two or more facts about eyes we could list them as details under *"C. Eyes."*

Teacher: That brings us back to the rule: If you have a *I* or *1*, you must have a *II* or *2*, and if you have an *A* or *a*, you must have a *B* or *b*.

In *"III. Family"* you will quickly see that we have several sub-topics telling about the same thing.

Maturity Level C

Children may develop the outline as follows:

III. Family

A. Mother

1. Works at home
2. Small
3. Dark brown eyes
4. Likes to dance
5. Likes to read

B. Father

1. Works at NASA
2. Short
3. Likes baseball
4. Plays cards

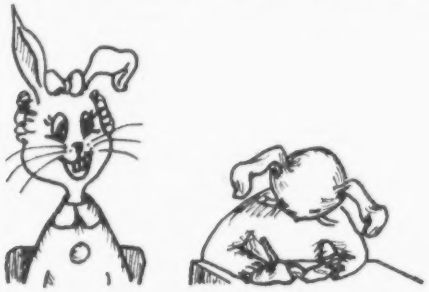
C. Brother

1. Oldest
2. High school student
3. Plays football
4. Tall
5. Brown hair

D. Sister

1. Youngest
2. Two years old
3. Naturally curly hair
4. Reddish blond hair
5. Green eyes

As a culminating activity have the children choose a partner and share information needed to complete an outline about each other. They should follow the same steps which have been demonstrated.



Maturity Level C

WORKING OUTLINE

One aid in the initial organization of a subject is a Working Outline. This outline is unique. It provides a framework for note taking by focusing thinking upon specific problems. The Working Outline may be of any length and is very flexible. Additions and changes may be necessary to adjust this outline to available materials and unexpected points of interest. The Working Outline may consist of questions which should be answered, statements from which sub-topics may be developed, or a list of possible main topics.

Here are two suggested Working Outlines using the worksheet "Pangolin".

Example with questions:

I. Where do they live?

II. How are they used?

III. What do they eat?

IV. What do they look like?

V. How do they protect themselves?

Example with main topics:

I. Homes

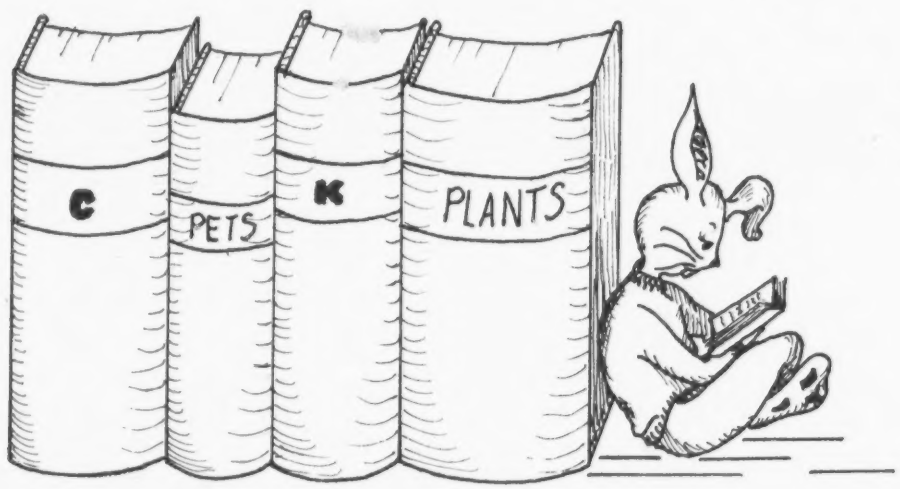
II. Uses

III. Food

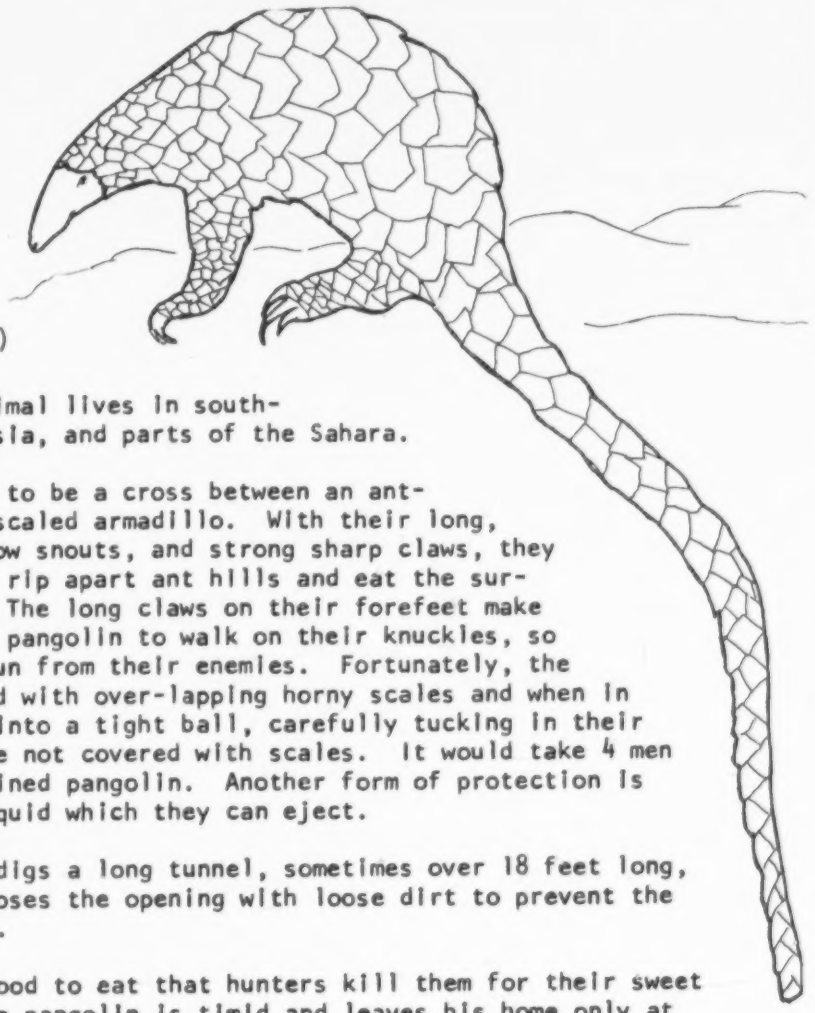
IV. Appearance

V. Defense

After the children have completed a Working Outline on their subject, they should begin preparation for note taking.



Maturity Level C



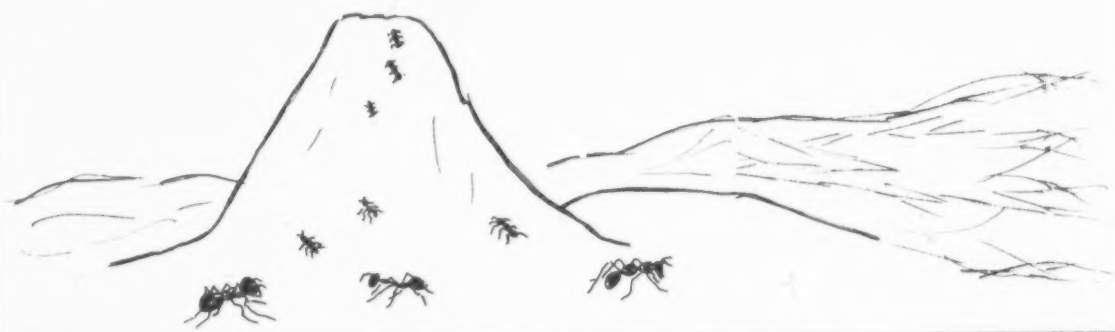
Pangolin (pang-gō´-lin)

This very strange animal lives in south-eastern Asia, Indonesia, and parts of the Sahara.

The pangolin appears to be a cross between an ant-eater and the horny-scaled armadillo. With their long, sticky tongues, narrow snouts, and strong sharp claws, they are well equipped to rip apart ant hills and eat the surprised inhabitants. The long claws on their forefeet make it necessary for the pangolin to walk on their knuckles, so they are unable to run from their enemies. Fortunately, the pangolins are covered with over-lapping horny scales and when in danger they roll up into a tight ball, carefully tucking in their long snouts which are not covered with scales. It would take 4 men to unroll the determined pangolin. Another form of protection is the vile smelling liquid which they can eject.

The 4 foot pangolin digs a long tunnel, sometimes over 18 feet long, crawls inside and closes the opening with loose dirt to prevent the entrance of an enemy.

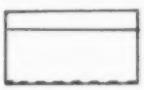
The pangolin is so good to eat that hunters kill them for their sweet tender meat. But the pangolin is timid and leaves his home only at night. Therefore, man, their chief enemy, also has difficulty finding the pangolin.



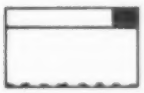
Maturity Level C

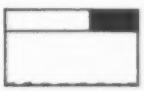
NOTE TAKING

- Here is a suggested approach to teaching note taking, using the worksheet "Pangolin."
- Teacher distributes 5 contrasting colors of construction paper, one for each main topic on the working outline.
- Children fold all 5 sheets in this manner:

sheet #1  Extension

Fold

sheet #2  Cut out shaded area.

sheet #3  Cut out shaded area.

sheet #4 Cut out shaded area.

sheet #5 Cut out shaded area.

- When completed, place one on top of the other.
- Inside each folder place one or more half sheets of notebook paper.
- On the tabs of each folder place one of the 5 main topics from the working outline which the children have developed.

Maturity Level C

- Distribute worksheet.
- Establish rules for note taking.

  Each new fact goes on a new line.

  Use phrases to record facts.

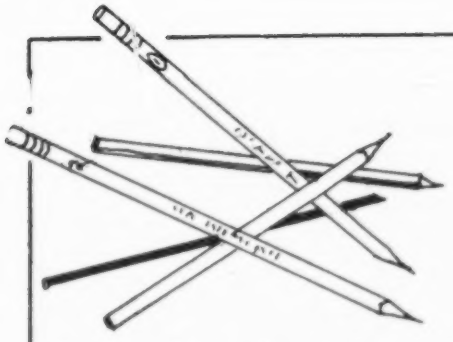
  Write legibly so that notes are easily read later.

  Record reference material used.

- Record pertinent information on the notebook paper in the proper folder. In this way, children may readily record all information as they read, instead of reading for only one topic at a time.

The following worksheets may be used to develop and reinforce the concepts of:

- finding main idea
- underlining specific information
- recording facts in phrases
- outlining
- note taking



PENCILS

Our pencils today do not contain lead, they contain a material known as graphite. Graphite is softer than lead, and will make a darker mark. It can be manufactured or taken from natural carbon. Graphite was first used for pencils in 1500.

In 1795 a Frenchman, Nicholas Jacques Conte invented the basic process for the making of pencils. First the graphite is ground. Then it is separated according to the varying degrees of fineness. The graphite is then powdered and mixed with pipe clay. The degree of hardness is determined by the amount of clay used. A hard lead contains more clay than a soft lead. After mixing the clay and graphite thoroughly, they press the mixture through holes in a cylinder. The soft strips of lead are straightened and cut into lengths. After drying and baking they are ready to be put into the wooden cases. The cases of the highest grade are made of red cedar and redwood, the lowest grades of pencils are made from pine.

The pencil cases begin the shape of a block. There are grooves in these blocks for the lead. One grooved block is coated with glue. The leads are placed in the glued grooves, another grooved block is placed on top and they are placed to dry in a press under a great deal of pressure. A machine then cuts the blocks into pencils.

The United States is the leader in pencil making.

In 1820, a company in Concord, Mass. produced a few pencils commercially.

Until the 1800's most pencils came from England, Germany and France.

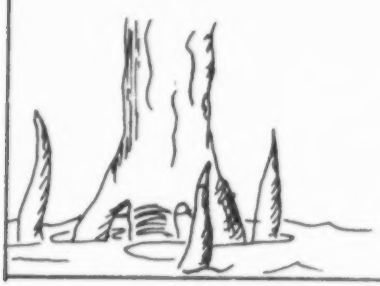
First pencil factory in America, began in Yonkers, New York in 1856.

CONIFERS

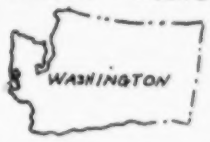
CYPRESS - In the coastal swamps from Delaware through Texas, and all along the Mississippi bottom lands as far as Illinois and Indiana, huge cypress trees grow to be 150 feet tall with their limbs spread as far as 80 feet. These trees grow in the swampy areas and, in order to have enough support, their roots spread far out into the water. Some of the roots grow up above the water to get air; when this happens, these roots are called knees. Each fall the southern cypress trees shed their leaves even though they are conifers. This is why they are called "bald."

Cypress wood has many advantages. It is easy to work, fairly strong, resists insects, does not decay easily and will even withstand chemical corrosion. As you can see, it is one of the most durable woods. From cypress they can make boat planking, docks, houses, acid tanks, pilings and railroad ties.

The light green leaves are needle like and grow to be about 3/4" long. The cypress trees also bear small walnut size cones which are round.

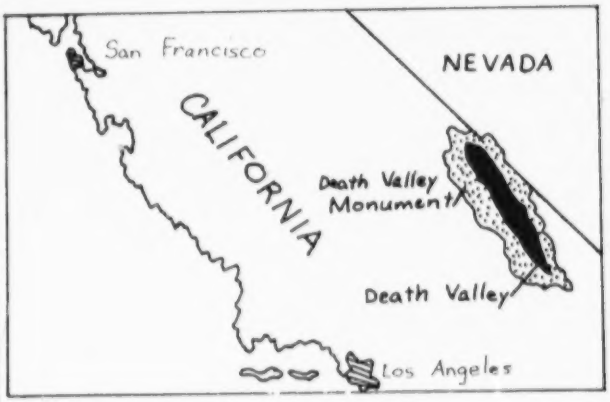


HEMLOCK - Hemlocks are distinguished from other pine trees by the special construction of their branches and needles. Their slender, horizontal branches tend to grow with a downward slant. The needles which are short and flat would not prick because they are rounded at the ends.



Hemlocks are widely used today as ornamental evergreens around homes. For many years the bark of the hemlock has been used in the production of leather. One western hemlock produces a wood which is used for lumber. Squirrels use the cones of the hemlock for food. The cones stay on the trees all winter instead of dropping off in the fall. These trees reach an average height of from 60 to 70 feet; some have grown to the height of 200 feet. But no matter what the height, all hemlocks have a similar shape. They are rather symmetrical and pyrimidal shaped.

Canadian, or eastern hemlock ranges from Canada southward to the mountains of Georgia. Western hemlock is found in the Pacific Northwest, and is the state tree of Washington.



DEATH VALLEY

The lowest point in the Western Hemisphere is located in a valley in east-central California, near the Nevada border. This point is called Bad Water, and the valley is Death Valley.

Many hundreds of years ago a large section of land dropped until part of it was below sea level. This drop was caused by a "fault" which occurs when the earth's crust breaks and changes positions.

High mountains surround Death Valley. The Panamint Mountains are to the west, the Anargosa Range rises to the east, and in the northern part there is a small volcano now called Ubehebe Crater. A marker at Bad Water in Death Valley marks the lowest point as being 282 feet below sea level.

The high mountains cut off the rain. Today rainfall averages less than 1 1/2 inches a year. There are few springs; most of the water is briny and unfit to drink. The average summer temperature is 125° F. On July 10, 1913 the temperature rose to 134° F.

A group of pioneers named the valley after they crossed it in 1849. Many of their party died of thirst and starvation before they were rescued.

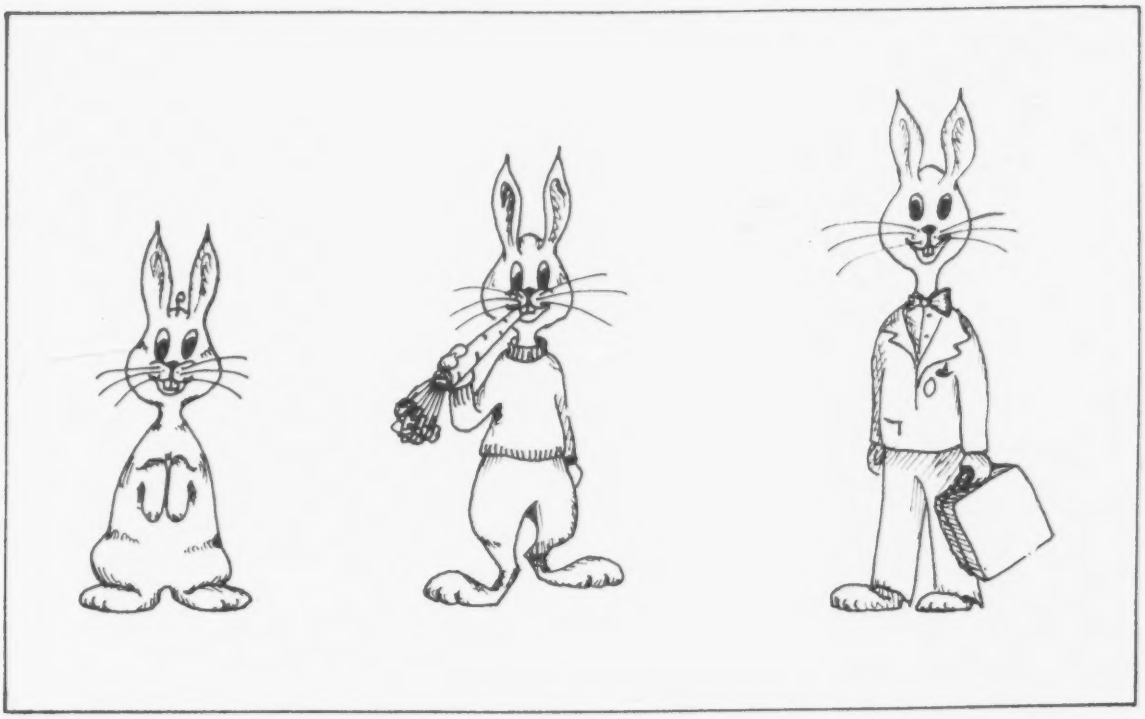
Today this deep sandy trough, 130 miles long and 6-14 miles wide is a popular winter resort area. From October to April people enjoy the sunshine and dry climate. Hundreds of miles of roads cross the valley today.

In 1933 Death Valley became part of the Death Valley National Monument and is cared for by the National Park Service.

Visitors to this area will see cactus, creosote bushes and desert holly. The wildlife in the region includes snakes, coyotes, bobcats and foxes.

DAILY TALKS

MATURITY LEVELS



A B C

DAILY TALKS

Daily Talks vary in complexity according to the maturity of the group.

Outlining should be used by the children in preparing Daily Talks only after the children have developed sufficient skill in locating main topics and sub-topics. Requirements for recording the results of research should be suited to the ability level of the class.

Initially the teacher may select a broad area (such as animals) from which the children can choose a subject. This approach is easier than a random choice, since the main topics and sub-topics will be similar to what the children have previously studied as a group.

The importance of the teacher and students working in close conjunction with the school librarian must be stressed. Requisite to the children doing their Daily Talks is the need for them to be familiar with:

- alphabetical order
- card catalogues
- number guides on book shelves
- encyclopedias and cross references
- tables of contents, indexes
- visual aids available for their use
- magazines

Children should be encouraged to investigate a wide variety of resource materials. They should discriminate while reading to determine whether material is fact or opinion, and whether it is accurate or inaccurate. This may be done by comparing the sources used.

Success in giving their first Daily Talk will give the children more self-assurance and increase their willingness to take risks; therefore the teacher should work closely with the children, periodically examining the products of their research as they progress.

Creative imagination should be encouraged, particularly in the introduction and conclusion of the talk, and also in the variety and originality of the visual aids.

Listed below are some ideas that may be utilized by the children:

- chart
- diorama
- chalk board
- cut-outs for magnetic or felt boards
- puppets
- related objects

SEQUENTIAL DEVELOPMENT OF DAILY TALKS

or

DAILY TALKS - HOW TO MAKE IT HAPPEN

I. Choose a topic.

- A. A Holiday
- B. Hobbies
- C. Travel
- D. Famous People
- E. Nature
  1. Birds
  2. Flowers
  3. Animals
  4. Plants
- F. Countries
- G. Historical Events
- H. Music
  1. Composers
  2. Types of music
  3. History of instruments
- I. Art
  1. Artists
  2. Sculptors
- J. Science
  1. Scientists
  2. Experiments

II. Limit subject.

III. Assemble information.

- A. Books, magazines, newspapers
- B. Visits to special places
- C. Interviews
- D. Observation of an object in natural habitat
- E. Experiments
- F. Maps

IV. Organize information.

- A. Working outline
- B. Notes
- C. Final outline

V. Present information.

A sheet such as this may be given to the children to provide a guideline for Daily Talk preparation. Parents will find this sheet informative. Care should be taken to adapt this sheet to the needs of the group.

DAILY TALKS

I. Choose a topic.

   A. Limit it so that it is not too broad.
   B. Explore to see if you will be able to find information.

II. Make a working outline.

   A. This is just a guide.
   B. Topics may be added or changed.

III. Obtain reference materials.

   A. Use at least 2 books dealing with topic.
   B. Use one or more encyclopedias.

IV. Record references.

   A. Use correct form.
   B. Record all materials used.

V. Take notes.

   A. You may use notebook paper or cards.
   B. Each new fact goes on a new line.
   C. Write in your own words.
   D. Use only important words.
   E. Write neatly so that you can read them easily.
   F. Classify notes according to the topics on the working outline.
   G. After all notes are taken, find sub-topics and details.
   H. Hand notes to teacher one week before talk.

VI. Begin visuals.

   A. Make a chart.

      1. Charts are available at school.
      2. Use 22" x 28" or larger.
      3. Colored charts are available in some stores.

   B. Be creative.
   C. Commercial pictures must be mounted.
   D. Colored paper is available in our room.

E. Charts must have a title.

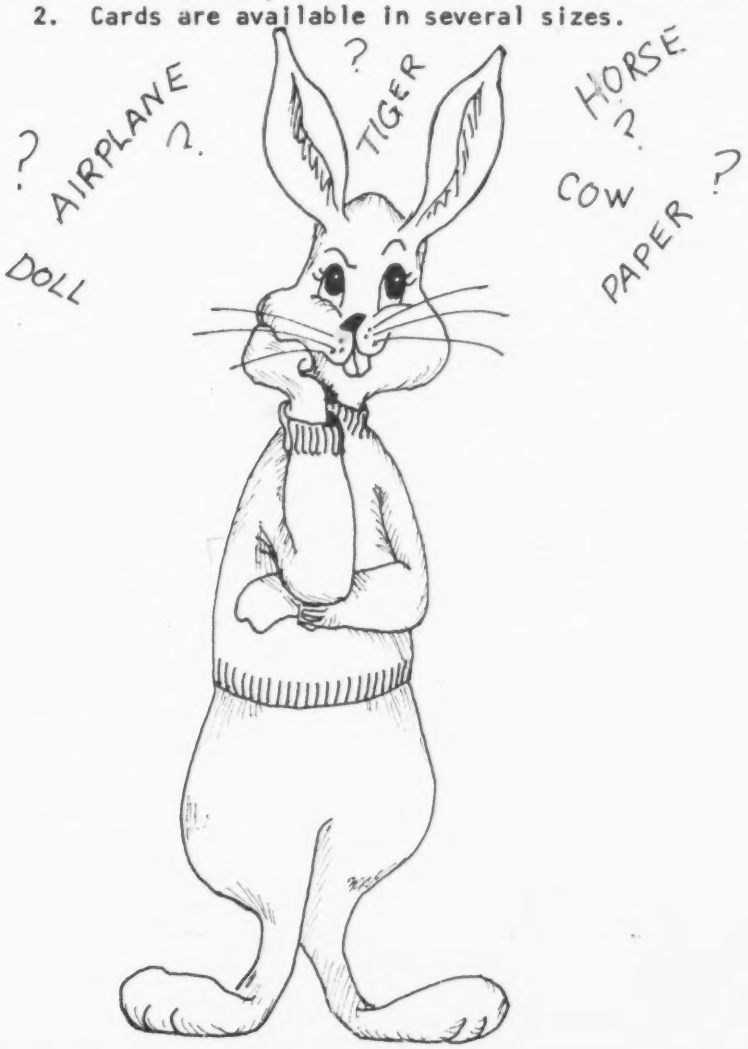
1. Lettering must be visible from the back of the room.
2. Letters and stencils are available in our room.
3. Measure carefully for exact placement and size.
4. Fill in with magic marker, crayon, or tempera paints.

F. Hand in visual plans 3 days before the talk.

VII. Begin outline.

A. Pencil outline is due 1 week before talk.
B. Put outline on cards.

1. Do so after pencil outline has been checked.
2. Cards are available in several sizes.



EVALUATION OF DAILY TALKS

In order to have a successful and productive Evaluation, everyone must be actively involved. The speaker must strive to maintain audience interest and the audience must listen effectively.

Children should understand that good listeners:

- Pay close attention.
- Concentrate on what is said.
- Make a vigorous effort to comprehend.
- Avoid causing any distractions.

Good listening habits may be reinforced by the use of charts and by awarding stars or seals to those who listen well.

The preparation of each Daily Talk requires that the child do extensive independent work; therefore, it is necessary for the teacher to place a realistic limit on the number of talks required. Whenever possible, children should be given the freedom to choose the dates when they will give their talks. Confusion may result unless care is taken to record the due date for each talk.

Here are some ideas which may be helpful when recording talk dates:

- Child may make a calendar of the current month and if his talk is due during this month he would place his name on the appropriate day.
- Large calendar may be prominently displayed in the room. Children's names and Daily Talk subjects would be written on the talk dates.
- Parents should be informed of their child's talk date.

Evaluations should fit the maturity level of the group. The actual evaluating may be done in a variety of ways:

- teacher
- class
- committee
- any combination of these

Awards may be given when a designated degree of excellence is reached by a child in a Daily Talk.

The use and marking of this chart is left to the discretion of the teacher.

EVALUATION

Name _____ Date _____

Title _____ Evaluation by: _____

PRESENTATION

Speech			
Visuals			
English			
Poise			
Posture			
Presentation			

PREPARATION

Topic			
Facts			
Organization			
Introduction			
Conclusion			

TALK CARDS

Form			
Spelling			
Neatness			
References			

COMMENTS:

PURPOSES OF DAILY TALKS

A Daily Talk Develops:

- the range of knowledge and skills in using resource materials
- alertness
- initiative and creative powers
- an attitude of critical thinking
- power to work independently, to plan, and to execute
- leadership
- poise
- the beginning skills necessary for speaking in front of a group
- a willingness to take a risk
- tolerance, fair dealing, and mutual good will
- coherence of organization
- the capacity to accept class decisions without the loss of self-assurance
- an awareness of the need for mastery of basic skills
- a feeling of accomplishment

BIBLIOGRAPHIC FORM

A bibliography is a list of references consulted or used in preparing a report.

A. The following items are important in every bibliographic entry:

1. Author's name
   Enter the last name, followed by a comma and the first name, as indicated on the title page.

   Sometimes a book has an editor or compiler. If this is the case, after his name, in parenthesis, place (comp.) or (ed.) as the case may be.

2. Title
   Enter the title as it appears on the title page. Underline it with one continuous line.

3. Facts of publication
   In a simplified entry, give only the publisher, followed by a comma, and date of publication.

4. Specific reference
   Volume number, if necessary, is placed after the title, using Vol. as abbreviation for volume, followed by the number, in capital Roman numeral, followed by a comma and the page number.

   The abbreviation p. for page or pp. for pages may be utilized if desired. If you use it in one place you must use it consistently throughout the bibliography.

   If an entire book is used no paging is given.

B. Book, sample form:

   Mead, Margaret. Pattern for People. Houghton Mifflin, 1964.

C. Group the items in the bibliography, separating book, magazine articles, filmstrips, etc.

D. Leave a blank line between each item in the bibliography.

E. Magazine articles, sample form:

Jones, David, "Where Is the Pyramid?" Highlights, XVII (April, 1964), 39-45.

F. Encyclopedia article, sample form:

"Sitting Bull," The World Book, XI (1962) 48.
If the article in the encyclopedia is signed, place the author's surname, followed by first name, as you do for a book, in the sample entry above.

G. Interview entry, sample form:

Nought, John. The John Jones Company, Cleveland,Ohio. Interview, July 12, 1966.

To the teacher: Any source may be consulted for other correct forms to use for References.

The following charts may be used to encourage good listening and to clarify the features of three frequently used references.

ARE YOU A GOOD LISTENER?

ARE WATCHING

ARE LISTENING

ARE SILENT

ARE STILL

ARE QUIET

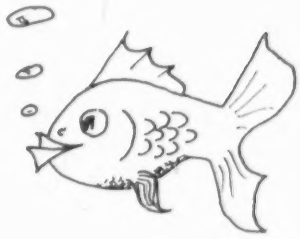
TREASURE TROVE

THESAURUS

SYNONYMS

ANTONYMS

RELATED WORDS



DICTIONARY

PARTS OF SPEECH

WORD DEFINITIONS

VOWELS and SYLLABLES

ILLUSTRATIVE SENTENCES

PREFIXES and SUFFIXES

PRONUNCIATION HELPS

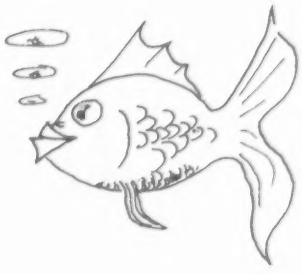
ENCYCLOPEDIA

NOUNS ONLY

CROSS REFERENCE

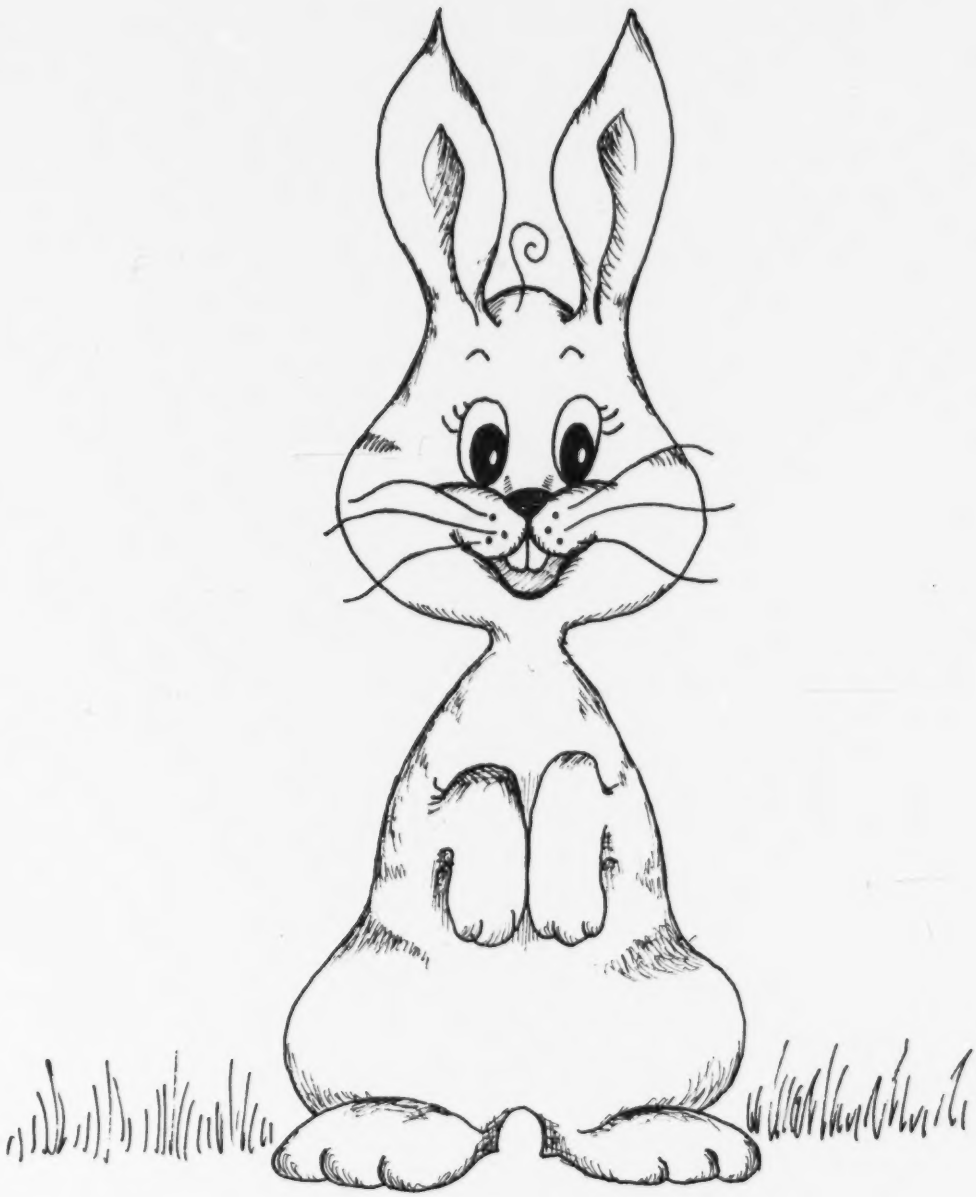
PRONUNCIATION HELPS

DETAILED FACTUAL INFORMATION



* A chart such as this may be used to clarify the unique features of the Thesaurus, Dictionary and Encyclopedia.

CITIZENSHIP



MATURITY LEVEL A

MATURITY LEVEL A

Citizenship

A formal foundation for citizenship should begin at this level. The younger child must begin to assume responsibility and leadership to develop the qualities necessary in becoming a good citizen.

It is important that the children be led to realize their personal worth and potential. When a child has developed a good self-image and has attained self-confidence, he will be more willing to assume the risks of leadership.

The teacher must give the child the knowledge and skills to facilitate the process of democratic living.

In Level A, a President, Vice-President, and Treasurer are elected. A discussion of the duties precedes the election. The teacher will designate how long the officers will serve. The tasks of these officers are as follows:

President - Presides over the morning and afternoon exercises

Represents the class in school organizations

Vice-President - Presides in the absence of the President

Treasurer - Helps to count money collected for school functions such as trips, special programs, or money for charitable organizations

Hostess - Seats guests

Host - Gives guests pertinent material

Maturity Level A

MORNING AND AFTERNOON

EXERCISES

Opening exercises are a means of developing leadership skills and self-confidence.

In the morning, the President calls the class to order. He asks the class to stand, say the Pledge to the Flag, and sing a song of their choice, (for example: "America"). After this has been completed, the President will call upon different individuals to come forward to do various tasks.

The President will continue his tasks as follows:

- calls on a child to go up to the calendar and give the day and date. (Monday, September 14, 19--)

- calls on a child for the weather and indicates it on the thermometer

  records the temperature on the board with a picture of the type of day (snowy, rainy, cloudy, or sunny)

- calls for news items from the newspaper. (This is placed on the news board)

- checks absences

- calls for a health check (this includes finding out how many children ate breakfast, what time they went to bed, and personal grooming)

In the afternoon, during bell time, temperature and health are checked again.

Maturity Level A

A citizenship discussion is conducted by the teacher at the end of each week. The children can create slogans and develop their own rules during this period.

The teacher may have charts in the room to reinforce concepts which are discussed at this time.

SUGGESTED CHARTS

1. GOOD CITIZENS CHART

This is made on the chart form provided by the school. The title of the chart available is Form No. E 26, Stock No. 2490, Elementary Progress Chart. The names of the pupils are written on the left. Place in each space across the top the Friday dates.

The children evaluate themselves as to whether they feel they have been good citizens. This would include respecting the rules of the school and being helpful in various ways to their classmates.

A seal or star may be placed after the child's name if he feels he is worthy of the title, "Good Citizen".

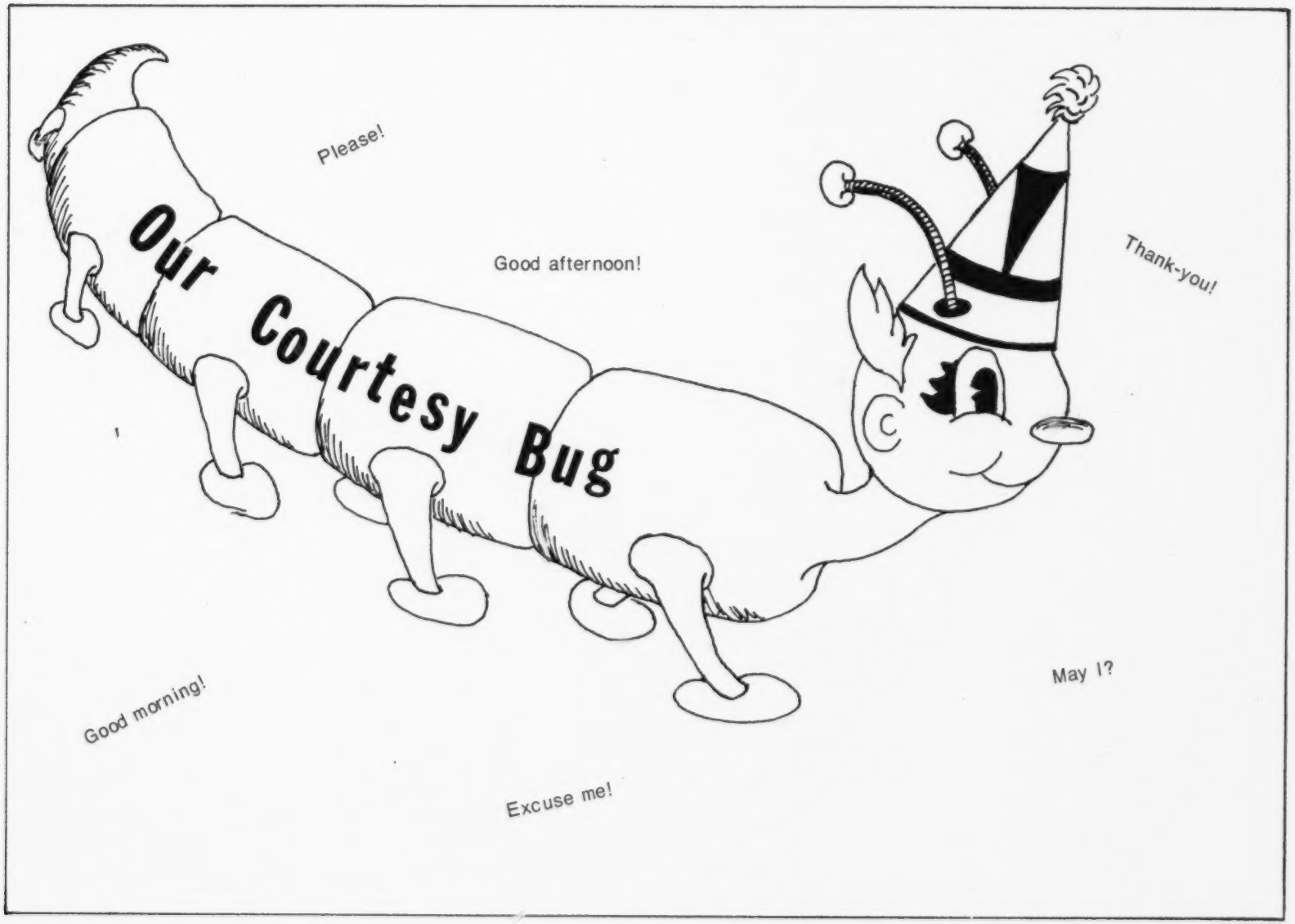
2. COMPLIMENT CHART

A chart similar to the Good Citizens Chart is placed on the board. Each time a child, or the class receives a compliment from their teacher, another teacher, the principal, or a guest, a star will be placed after their names. This can be done on an individual basis and on a group basis. This provides a visual record of the progress made and the results of their behavior.

3. OUR COURTESY BUG

The illustration which follows can be placed on a bulletin board to reinforce courtesy. Surrounding the "bug" are courtesy words for the children's use.

Verses or poems can be created by the children using these suggested words. Naming the "bug" provides an enjoyable activity for the children.


Our Courtesy Bug
Please!
Good afternoon!
Thank-you!
Good morning!
May I?
Excuse me!

MATURITY LEVEL B

MATURITY LEVEL B

Citizenship

The foundation for citizenship established on Maturity Level A is now broadened to include a greater degree of individual responsibility and leadership. The new experiences should strengthen previously formed concepts and encourage the development of new ones.

Classroom officers are elected. This activity can be preceded by a general class discussion concerning the responsibilities of each officer.

The election itself is used as a learning situation. A specific number of nominations, designated by the teacher, are made. The children suggesting nominees state why they feel their choices would be good officers. The nominations are closed and followed by secret balloting. The child who consequently receives the majority of votes thanks the class and the child who nominated him for their show of confidence.

Officers can be changed monthly to give as many children as possible a variety of experiences on various levels of responsibility.

Below are the officers and their tasks.

President:
- Presides over the morning class exercises
- Greets the class
- Leads the children in the Pledge to the Flag
- Leads in the singing of a song
- Calls upon the child designated to give a weather report
- Calls upon the child designated to give a résumé of the special activities of the day
- Presides over the afternoon club meeting

Vice-President:
- Presides in the absence of the President
- Represents the class in school organizations
- Gives reports on the school organizations at the club meeting

Treasurer:
- Collects money at bell time for any school or class projects
- Records the names of the contributors
- Presents his records and money to the teacher at the end of bell time
- Gives a simplified financial report daily during the United Appeal Drive or any other class or school project

Club meetings can be held once a week. A simplified form for the presiding officer to follow can be set up by the teacher. The meeting can include

any reports concerning general school projects and specific classroom activities. Current events can be reviewed. Good citizenship can be fostered by encouraging the children to commend other members of the class for courteous and thoughtful behavior or for a job well done during the week. Suggestions can be made to stimulate improvement in weaker areas, being careful not to mention specific children's names. Ideas promoting good citizenship can be exchanged by the children and developed into charts.

The children can be encouraged to assume some simple techniques of a formal meeting; e.g., standing to get recognition, sitting down if another child is recognized first, addressing the President as "Mr. President", or "Miss President", waiting until another child has finished speaking before standing again, and formal closing of the meeting.

Other forms of responsibility can be voluntarily assigned to class members. Here are some examples of tasks:

- caring for plants, books
- distributing materials
- arranging food on the desks prior to bell time (if involved in the breakfast program)
- delivering messages to other parts of the building
- leading the class in games during recess
- giving daily weather reports, calendar reports
- sharing poetry
- helping to get materials set up for another child's daily talk
- keeping records of the children's use of the classroom library
- caring for the science corner
- returning books to school library

Volunteers for these tasks should be changed frequently.

MATURITY LEVEL C

MATURITY LEVEL C

Citizenship

As the children mature, their understanding of the basic principles and responsibilities involved in Citizenship are extended. Many opportunities should be given for leadership. Positions and duties, as well as the length of time allotted for service in each position, should be determined by the teacher and may vary according to the needs of the children. In order to provide a variety of opportunities for leadership, the teacher may choose to have the following room organization:

OPENING EXERCISES

Leader	. serves for 3 days . presides over opening exercises . introduces Daily Talks . conducts the evaluation of Daily Talks . selects the next leader
Song Leader	. serves for 3 days . leads the class in the singing of a familiar song . selects the next song leader
Weather Reporter	. serves for 3 days . reports daily weather forecast . selects the next weather reporter
T. D. Scout	. serves for 3 days . offers the Thought of the Day . selects any poem, saying or quotation which may serve . indicates source used . selects the next T. D. Scout
Table Captains	. serve 2 weeks . remind members of their table of rules when necessary . report attendance during opening exercises . evaluate the positive contributions of table members once a week at the class meeting . appointed by class President
TV Scout	. serves for one month . reports on programs which will be of interest to children . reports once a week . displays the time and channel of programs recommended

Maturity Level C

Class Members	. show and explain news clippings . discuss important news . share announcements about activities in the room or important events in their lives

CLASS MEETINGS - CITIZENSHIP CLUB

All officers and chairmen are elected by the class and serve for one semester.

President	. conducts weekly meeting using basic rules of parliamentary procedure . supervises and aids committees involved in club activities . maintains order during club meetings
Vice-President	. assumes responsibilities of President when President is absent . leads the class in the singing of a familiar song at the beginning of the club meeting . evaluates the quality of the meeting before the club is adjourned . awards children who have been good club members
Secretary	. reads the minutes of the previous meeting . takes notes during the meeting . notes motions which are passed . notes time meeting began and ended . notes any important points presented in reports . notes balance as reported by Treasurer
Treasurer	. collects dues (this is optional depending upon individual school policy) . purchases supplies . reminds members of collection dates . records all expenses and determines the balance . reports expenses and the balance at each meeting
Program Chairman	. plans an over all program, with the aid of the teacher, which will develop the point of emphasis or theme selected by the class For example: "Signers of Declaration of Independence" "Development of our Flag" "Symbols of Democracy"

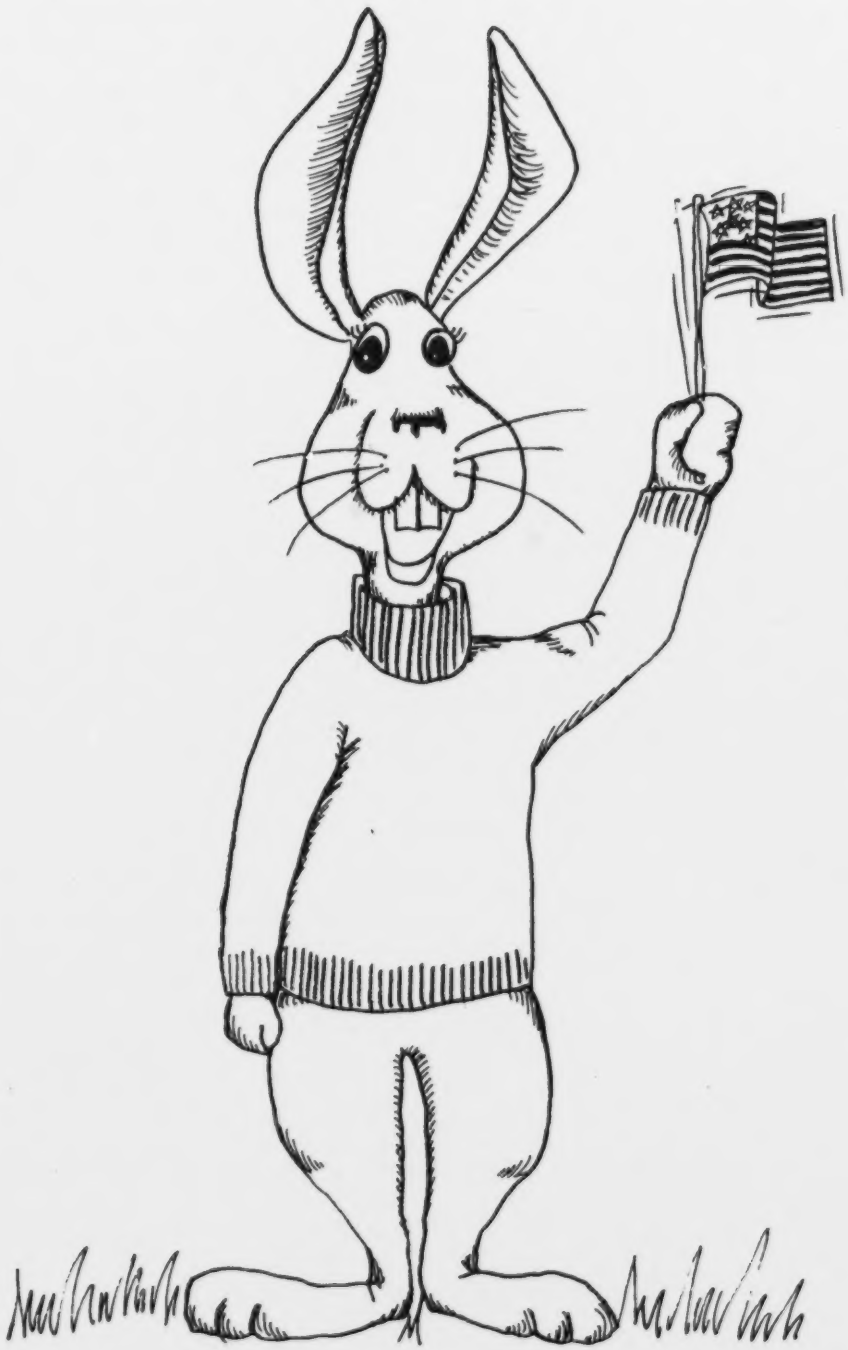
Maturity Level C

Program Chairman (continued)	. presents reports on various parts of the theme . selects volunteers to give reports on theme . assembles a scrapbook which includes copies of all reports given about theme . conducts the program part of the meeting, calling on the following chairmen to give reports on their topics
Health Chairman	. gives a short lesson on health by using a variety of visuals along with report . helps children to be conscious of personal health
Safety Chairman	. gives a short safety lesson . uses a variety of visuals . reports on decisions of school Safety Council . helps children to be conscious of safety . leads members in saying Safety Pledge
Club Members	. participate willingly . avoid causing distractions . stand to be recognized . avoid standing when someone is speaking . begin speaking after everyone is seated . address the President as "Mr. President" or "Miss President" . prepare reports carefully and promptly . use the correct procedure when making motions . observe the club rules established by the members . think for themselves when voting

After the Citizenship Club is used for a semester, the teacher may want to begin another type of club such as:

1. Audubon Club
2. Authors' Club
3. Art Appreciation Club
4. Music Appreciation Club
5. Human Relations Club

Children should realize that active membership is just as important as effective leadership.



While munching a carrot one lovely day,
I overheard a teacher driven to say,
"My ideas are old.
My methods passé.
What I need to do is find a NEW way."

So I got together with some friends of mine.
We put together all the ideas we could find.
We searched high and low,
Found some of each kind.
So please, be our guest, read and unwind.

ROTROUART

SOCIAL STUDIES

Transportation

Plan an imaginary air trip and map the itinerary with stops in important cities.

Prepare drawings or magazine pictures for use with the opaque projector to illustrate a talk on the parts of a plane or parts of the space ship.

Make a picture gallery of famous aircraft inventors, famous pilots, and their planes.

Interview a pilot. Write up the interview and post on the bulletin board.

Compare types of food used in space travel with that served on commercial planes.

Use colored chalk on a wall mural to contrast the types of cargo and craft on the Ohio River today and a century ago.

List the names of the streets in the neighborhood or well-known thoroughfares; learn when and how they were named.

Transportation

Collect information to use in making a bridge book for the library table. Include facts about the oldest, highest, and the longest bridges in Cleveland, America, etc.

Make a list of the typical products carried on familiar rivers and lakes.

Construct models of main types of local bridges and interesting kinds used in localities: suspension, draw, cantilever, covered, and pier.

Exhibit and label travel souvenirs. Develop some code system to use for showing on a map the places where they were obtained.

On a globe, paste paper disks to represent the boats in their native waters.

Communication

Learn about changes made in the post office system to facilitate handling mail and delivery (zip code system). Report to the class.

Study reasons for issuance of commemorative stamps; find stamps to illustrate.

Make a chart showing the cost of sending various types of mail in the United States and to foreign countries.

Locate samples of writings of man long ago and note how pictures conveyed meanings.

Write letters to travel agencies requesting materials to plan an interesting family vacation. Compile a list of various places to spend vacations and their advantages.

Plan dramatizations to highlight the contributions to better communication of inventors such as Bell, Morse, Field, Marconi, Edison.

Note: Ohio Bell Telephone Company has excellent material available to teachers on Communication. Contact:

School Consultant
113 St. Clair Avenue, N. E.
622-2711

Modern Cleveland

Discuss ingredients listed on food labels and why they must be listed.

Mark a map to show how some major food travelled from its source to the serving table.

Modern Cleveland

Study adaptation of food packaging and servicing for various needs such as planes, trains, and military use.

Trace one fresh fruit or vegetable through its many processed forms; e.g., dried, canned, frozen, or boxed.

Learn about the rules made by the government to protect food buyers from disease, fraud, and dishonesty; e.g. weights and measures, sanitation, and quality of product.

List all the workers involved in producing, processing and distributing a basic food or one from a foreign country.

Make a chart showing types of fasteners; e.g., buttons, hooks and eyes, and safety pins. (Trace back usage.)

Produce a movie about important inventions or discoveries in the clothing industry.

Learn about the latest development in fabrics; display samples on bulletin board.

Compare the homes built in the 1930's, the 1940's, and contemporary ones, noting particularly the change in architecture. Try to find out why.

Interview parents about types of home repairs needed during the year, the workers who did the jobs, and the tools and materials which were used, and report to class. Make a graph to show frequency of repair.

Write reports in the first person representing people involved in constructing a house; e.g., mason, plumber, electrician, or wallpaper hanger.

Draw wall panels to show neighborhood industries or fathers' places of employment.

Explain how zoning, building inspection, and the construction of transits affect the people in the community, perhaps one's own family. Make pictures to illustrate.

Report on how local industries serve the needs of the community and the whole country; e.g., milling machines, soap, and synthetic foods.

Make a United States map to show sources of raw materials used by Cleveland industries. Add symbols of trains, planes, trucks, boats, to show methods of transportation used to move raw materials to the city.

Locate and identify the statues in the city's parks; learn why they were erected.

Prepare an illustrated report on the recreational opportunities in the Cleveland area.

Modern Cleveland

Contrast and compare family life in country and city homes today and a hundred years ago.

Clip pictures of new clothing manufactured for firemen, pilots, divers and astronauts. Write a short article to accompany the pictures. Post on bulletin board.

Find pictures of famous Ohioans (or people from your state). Write a short legend for each illustration and combine all into a "Hall of Fame."

Plan an imaginary air trip; map your itinerary with stops in important cities.

Present flannel board talks about clothing using bits of fur, plants, cloth, and other garments used long ago and present day.

Make a time line. You can use clothesline and clothespins, the distance between clothespins being a certain time. Set up for different periods under study.

Indians

Trace history relating the city to its past and its first Indian inhabitants.

Serve as curator of the classroom Indian museum, helping pupils identify, classify, and label Indian souvenirs and relics.

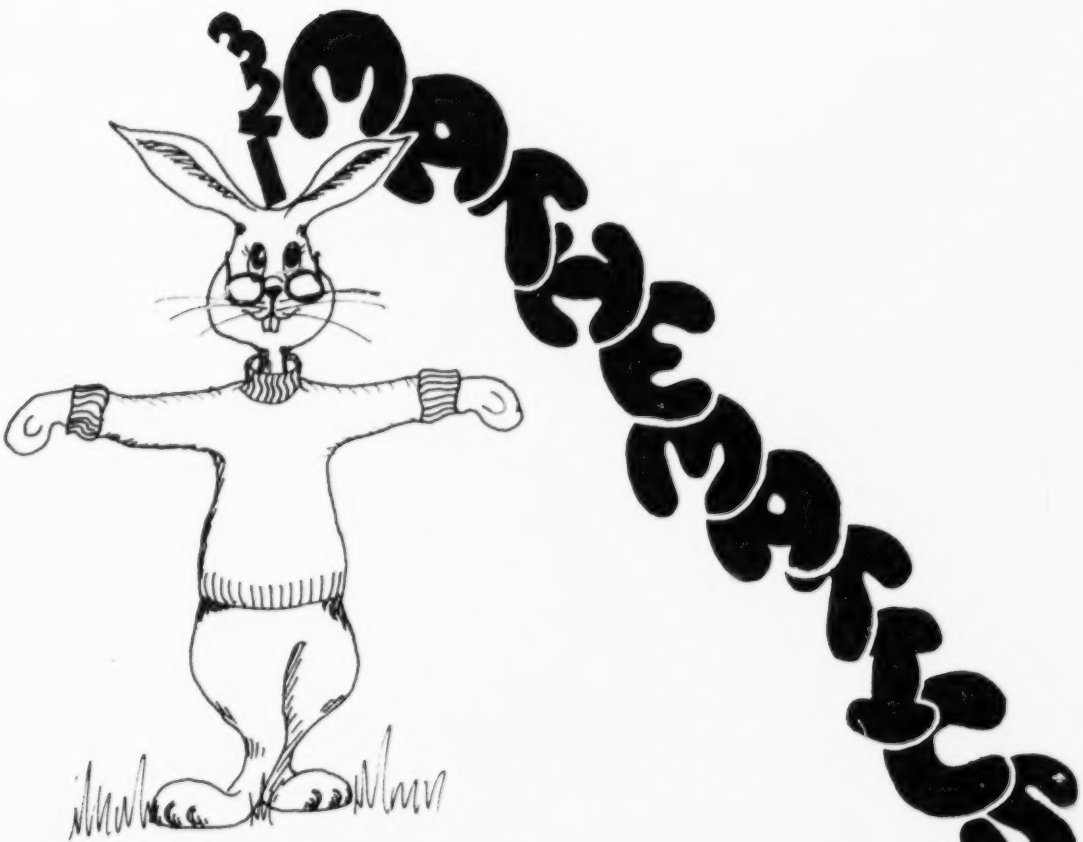
Make a chart of Indian symbols and their meanings, then post messages for the class to decipher.

Mark on a map of the United States the main Indian cultures.

Study about one famous Indian chief, tribe, or some aspect of Indian culture.

Investigate and report on the contributions which contemporary Indians are making to the arts, sciences, sports, industries, and exploration.

Select one famous Indian chief, tribe, or topic and do intensive study on the subject. Produce an imaginary movie based on this information.



Give a report on the derivation of the names of months and days.

Organize a display showing how arithmetic is used in occupations or professions.

Make a dictionary of words used in arithmetic with an explanation or illustration of each word. Put this in the arithmetic corner for all children to use and add to it as new words are presented.

List things that can be bought by a fraction of a pound or dozen; e.g., 1/4 lb. butter, 1/2 doz. eggs, 1/3 doz. lemons.

Collect pictures of objects of various weights and measures for a notebook.

Measure liquids in glasses to produce musical scales.

Create allowance problems.

Write an original composition on the importance of zero.

Make up problems using a code system or an original system of numeration.

Mathematics

Look up the history of Roman numerals.

Make a comparative study of the cost of canned, frozen, and fresh fruits and vegetables at different times of the year.

Plan a budget booklet with various categories; e.g., food, clothing, or recreation. Compute the cost for an individual or a family. Newspaper ads might be used for this.

Make 3 dimensional scenes for a social studies unit or a story by using only geometric shapes.

Estimate the weight of objects such as letters, packages, and boxes, and then check with a scale.

Find new approaches to solving problems; e.g., the sum of all the numbers from 1 to 100.

Construct a new number game for class use. Set up standards of play; write out or explain the rules for playing; demonstrate the procedure for scoring.

Construct a scale model of a football, soccer or a baseball field, showing distances involved.

Keep class records of attendance, or any money collected in the classroom.

Record daily temperatures at selected intervals by placing dots on wide-spaced graph paper. Connect the "dots" with a red line to show daily rising and falling temperatures.

Collect illustrations or advertisements from newspapers and magazines for the bulletin board, centering the display around a different mathematics concept from time to time.

Make a list of personal uses for arithmetic in everyday life.

Set up markets, grocery stores, post offices or a circus and make change correctly.

Make up an arithmetic story problem and illustrate it in a series of pictures.

Write thought problems based on personal arithmetic experiences at school or home. File in a wall pocket for the classroom.

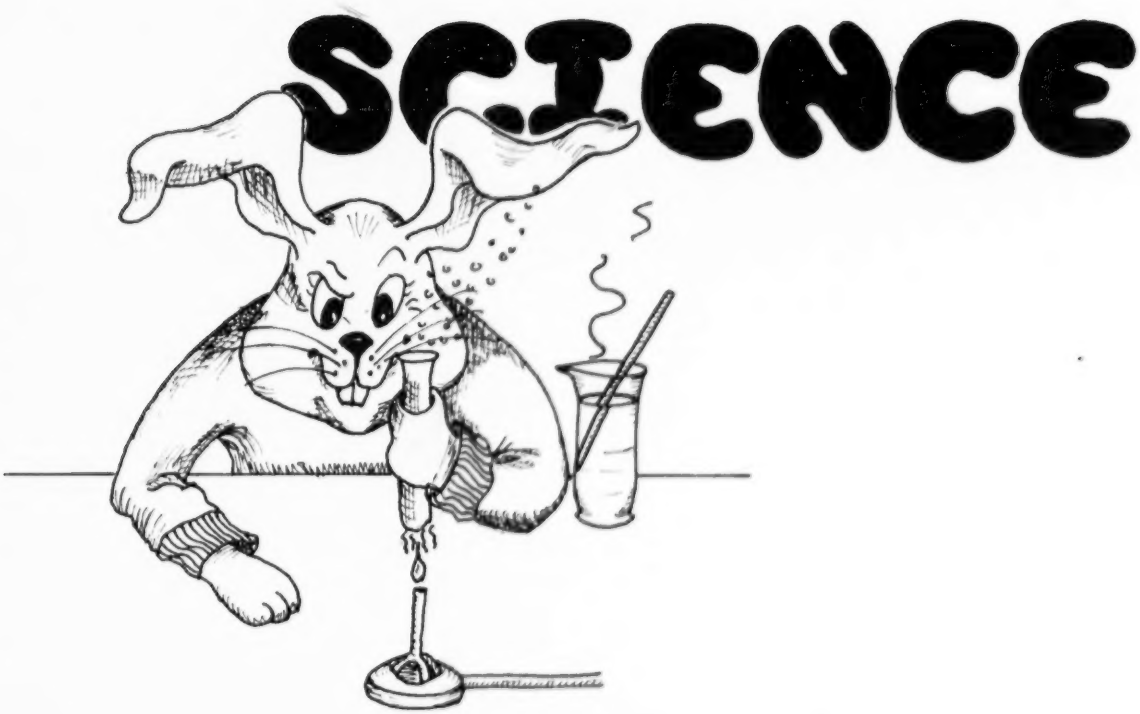
Study the relationship of musical notes and fractions.

Measure shadows on the playground at different times of the day.

Mathematics

Use measuring devices to show comparative weights of food consumed by animals or people.

Compile budgets for a pioneer family and present-day family of comparable size for a given period of time; compute increases.



Use a showcase made from a large carton and plastic covering to display a seed collection classified by travel methods; e.g., "airborne", "hitch-hiker", and the like.

Label "flower", "fruit", "seed", "stem", "leaves", "roots", on a chart divided into sections. Write the names of plants and contributions to medicine and industry. Or, show their usefulness to man: food, clothing, shelter, industry, or beauty.

Learn about the care and raising of small animals; e.g., hamsters, white mice, and rabbits.

Make a study of ways in which animals defend themselves; relate to man's adaptation.

Do research on one water animal; e.g., bird, mammal, fish, mollusk, or insect. Report findings to the class.

Draw sketches to show plant and animal life and rock formations found in the oceans and lakes.

Make water solutions of different substances. Filter substances from water. Examine a sketch showing how drinking water is purified.

Make constellation slide for slide projector or overhead projector. Cut a piece of heavy cardboard to fit the projector's slide holder. Punch holes in cardboard with a needle to the shape of a constellation. Focus on black cardboard or black paper to reproduce.

Science

Make a chart of "Pleasant and Unpleasant Sounds", "Indoor and Outdoor Sounds", "Seasonal Sounds", "Helpful Sounds". List words describing each kind of sound.

Find ways to show that sound travels better through metal, soil, water, and wood than through air. Demonstrate.

Study the causes of contamination of food. Study laws and agencies functioning to assure a safe supply of food, water, and air.

Make a study of pests dangerous to man; explore ways to exterminate them.

Read or inquire about local enemies of trees, such as termites and worms.

Learn about interesting trees in other communities.

Secure information explaining how a forest becomes petrified.

Find out what mountains are made of and how they are formed.

Read about early myths, legends and superstitions; compare them with present day science facts.

Collect local weather sayings and try to find out how reliable they are. Read legends about weather beliefs of the Indians.

Select a planet and plan a spacecraft trip to that planet.

Keep a record of man's progress in the conquest of space; satellites, astronauts and the like.

Make a study of our present attempts to communicate with any intelligent being which may exist elsewhere in the universe.

Talk about different winds and note their effects on life.

Learn about clouds and what they indicate by their formations concerning weather.

Classify birds by several methods; types of beaks, feet, wings, songs, game, pet birds or birds of prey.

Grow new plants in as many different ways as possible. Keep records about their germination and growth.

Discover how plants absorb water; how heat and cold, light and darkness affect plants.

Experiment to show the movement of air. Attach threads to a yardstick and hold in mid-air.

Science

Make shoe-box peepshows depicting prehistoric animals. On each box put a short descriptive article about the animal.

Be responsible for setting up and caring for an aquarium.

Make a terrarium representative of a desert, forest, or swamp scene.

Make a soiless garden using sponge, gravel, moss, and sawdust.

Demonstrate rain by heating water, making the steam come in contact with ice and condense; observe the droplets fall from the glass tube.

Write to the U. S. Weather Bureau for pictures of clouds or information about winds.

Compare types of food used in space travel and then compare what they serve on commercial planes.

Construct an umbrella planetarium.

Make a mobile of the solar system.

Interview classmates to learn species of pets which they have. Arrange the information on a chart.

Prepare a list of Do's and Don'ts to enable classmates to help prolong the life of trees found in their yards. Use cut paper for three dimensional posters showing ways to care for trees.

Collect or draw scenes of animals that live in water. Paste paper silhouettes of animals on large painting of an ocean, lake, river, pond or swamp.

Hold leaves up to the sunlight or to an electric light to see their vein patterns.

Plan a dramatic presentation contrasting how past generations prepared for winter and how modern families do.

Give a talk on useful products which man obtains from water.

Study the communication system of various animals. Report to class.

Interview parents about the insects which are most troublesome at home.

LANGUAGE ARTS

Make tape recordings of your oral presentations to help in self-evaluation and improvement.

Write unfinished stories to be completed by others.

Keep a school diary about your memorable experiences.

Make constructive evaluations of TV or school programs which the group has enjoyed.

Organize a file box for new words, arranging them under headings such as "Descriptive Words" or "Words With More Than One Meaning."

Construct crossword puzzle games which utilize vocabulary.

Plan a personal library.

Plan new and creative ways to present book reports. These might include dioramas, chalk talks, slides, overhead transparencies, drawings, tape recordings and dramatizations.

Set up a Book Swap Shop for either loans or trades.

Language Arts

Form a poetry club. Members can bring favorite poems to discuss, memorize well-known poems, or compose poems.

Develop a dramatization or an imaginary TV program about neighborhood workers to present to another class (include scenery and a commentary).

Prepare a display of model farm animals. Prepare a report covering their contributions to man's food and clothing.

Make collages from seeds collected from the neighborhood or home.

Dye rice to get varying shades and use to make birds, portraits, or animals.

Mold plasticine to make a figure mounted on cardboard. Imbed pieces of stones, shells, or beads.

Construct weaving looms of soda straws, tongue depressors, boxes, and picture frames.

Use the batik resist method of making designs on cloth. Apply light-colored wax crayons to the part of the cloth which is not to be dyed; then dye cloth.

Make mosaics from stones, broken tile, or egg shells by fitting them into a pattern.

Display major works of art reproduced in magazines.

Keep a notebook or scrapbook about famous paintings or artists that appear in the newspapers or magazines.

Find the unique characteristics of the art forms of people of other times and places; e.g., clay for pottery, totem poles and Kachina dolls of the Indians, or sculptured forms of African nations.

Art

Study art through the ages. Begin with prehistoric art of the cavemen, brush paintings of the ancient Chinese.

Study lives of famous artists.

Choose appropriate music and reading to go with the study of particular paintings.

Choose a poem as inspiration for art work.

Illustrate original poems.

Make cartoons of an imaginary character.

Arrange a display of creative paintings inspired by particularly beautiful passages from a favorite book.

Analyze pictures having vivid expressions of human emotions, such as joy and happiness, rage and fear.

Keep a notebook about new paintings, artists, and exhibits, using clippings from newspapers or magazines.

Design book jackets for favorite books.

Translate into art, the feelings aroused by listening to music, to sounds in nature, or to industrial sounds.

Design illustrations of famous quotations.

Make and display a collection of paintings cut from magazines. Learn to distinguish between drawn and photographed pictures.

Observe form and color in nature: soil, rocks, leaves, shells, fossils, insects, and rainbows.

Observe pictures and textiles to see how patterns are repeated.

Make a design for stationery.

Make a design for wallpaper.

Use common materials in uncommon ways.

Depict political, social, or sports events in cartoons.

Make a listening center in the classroom for a free-time activity. Borrow records from school and local libraries.

Interpret mood, story, and musical forms of recorded music.

Compare the instruments of one family: the strings, woodwinds, brasses and percussion.

Make a list of musical terms and symbols, with meanings.

Learn about one composer. Present him to the class in an interesting manner.

Work out simple dramatizations of episodes in the childhood of famous composers.

Compose lyrics and music of songs for special occasions; set poems to music.

Create songs or melodies to express different moods: happiness, sorrow, thankfulness, victory, mystery.

Compose a new melody to use with familiar lyrics.

Create melodies or songs for favorite story book characters.

Create a musical background for a familiar poem.

Compose original dances suggested by music.

Create rhythmic movements to go with music from Indian dances to modern ballet.

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